

L4.41

1 of 3

Commercial Dept.

67/14

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## COMMERCIAL DEPARTMENT

### General Objectives

1. To enable the student to acquire economically fruitful skills and techniques in the fields of typing, bookkeeping, stenography and related vocations.
2. To develop in the student certain character and personal traits, and to foster business-like habits which will enable the student to secure and to keep a position and which will also promote good working relationships in all commercial fields.
3. To acquaint the student with a clear understanding of business customs, terminology, and procedures which will enable the student to participate intelligently in the commercial activities of his community.
4. To make available, so far as is practicable, work experience in the various business activities found in the community.
5. To hold up goals of efficiency and skill, and in meeting standards demanded by employers.

### Policies

1. Economics as prerequisite
2. Credit sheets
3. Students in typewriting should have practice periods assigned and should sign for typewriter--double typing period.
4. The courses of Office Practice and Typing II are to be correlated. All students taking one are to be enrolled in the other.



Beginning Bookkeeping	2	Classes
Shorthand	2	"
Typing I	3	"
Typing II	1	"
Office Practice	1	"
Business English	1	"
Business Arithmetic	1	"

Beginning Bookkeeping	3	"
Advanced Bookkeeping	1	"
Shorthand	2	"
Shorthand II	1	"
Business English	1	"
Business Mathematics	1	"
Business Law	1	"

Business majors must have one semester of economics.



# COMMERCIAL DEPARTMENT

## TENTATIVE SCHEDULE

Hour	Beaver	Friedman
8:00- 9:00	Free (Typing Pract.)	Free (Typing Pract.)
9:00-10:00	Office Practice	Sec'y to Mr. Coy (Free)
10:00-11:00	Beg. Bookkeeping	Beg. Typing
11:00-12:00	Adv. Bookkeeping	Beg. Shorthand
12:00- 1:00	Noon	Noon
1:00- 2:00	<u>Free</u>	Advanced Typing
2:00- 3:00	Beg. Bookkeeping	Business Arithmetic Business Law
3:00-4:00	Beg. Typewriting	Beginning Shorthand
4:00- 5:00	Free (Guidance)	Free (Typing Pract.) Guidance

1. Office Practice students to turn in Credit Sheets.
2. Typists to check list for typewriters for practice periods.



## OBJECTIVES OF BUSINESS ARITHMETIC

(one semester course)

1. To develop speed and accuracy in the fundamental processes of arithmetic commonly used in making business calculations.
2. To develop the ability to make many ordinary computations mentally rather than by use of pencil and paper.
3. To develop skill in the use of practicable short cuts in figuring.
4. To develop habits of systematic procedure and neatness that will tend to carry over into everything the student does.
5. To prepare for living by showing the applications of the principles of business mathematics to life situations.



## OBJECTIVES OF BUSINESS ENGLISH

(one semester course)

1. To review the rudiments of grammar and punctuation.
2. To increase the student's vocabulary.
3. To improve his spelling ability.
4. To give practice in writing various forms and types of letters, both personal and business.
5. To give practice through business situation where oral English is involved: such as, speeches for special functions, telephone conversations, interviews, receptionist work, staff meetings, etc.



## OBJECTIVES OF BUSINESS LAW

(one year course)

1. To acquaint the student with the general rules in the conduct of business.
2. To train the student in the application of these rules in typical business situation.
3. To acquaint the student with the more common legal forms and terminology.
4. To acquaint the student with a brief outline of business organizations.
5. Through case study, to show the application of business law principles such as: contracts, negotiable instruments, insurance, taxes, wills, sale of real property and personal property, and court procedures found in community activities.
6. To teach the students the elements of business law which in order that he may be aware of the legal requirements of the more common business transactions.



## OBJECTIVES OF BEGINNING BOOKKEEPING

(one year course)

1. To present a complete picture of the bookkeeping cycle.
2. To familiarize the student with bookkeeping terminology and procedures.
3. To develop a skill in keeping and analyzing records of business transactions.
4. To develop personal habits of system, accuracy and neatness.
5. To show application of bookkeeping principles to everyday needs and the requirements of community living.
6. To introduce the student to the field of bookkeeping as a possible vocation.



## OBJECTIVES OF BEGINNING SHORTHAND

(one year course)

1. To develop a high degree of skill in reading from printed shorthand.
2. To acquire accuracy in writing shorthand forms.
3. To attain a reasonable degree of speed in writing from dictation such as, speed of 60 for new material and 80 for practiced copy.
4. To lay a foundation for rapid and accurate transcription on the typewriter.



## OBJECTIVES OF BEGINNING TYPEWRITING

(one year course)

1. To acquaint the student with the mechanical parts of the various makes of typewriters and their care and maintenance.
2. To teach the standard keyboard by the touch system.
3. Through repetitive practice and drills enable the student to attain a high degree of accuracy and a fair degree of speed --(possibly a minimum of 35 words with 95% accuracy.)
4. To teach related typewriting techniques, such as: symbols, tabulating, setting up letter forms, cutting stencils, invoices, etc.
5. To enable the student to use the typewriter as a rapid and effective instrument for personal use throughout the remainder of his school career and his later life.



## OBJECTIVES OF ADVANCED TYPEWRITING

(one year course)

1. By means of repetitive practice and drill, to enable the student to attain a high degree of speed and accuracy.  
(60 words with 95% accuracy.)
2. To give the student transcription practice for material dictated in Office Practice class.
3. To teach intelligent transcription of notes and an awareness and correction of slips or errors which may have been made by the dictator.
4. To further knowledge of business letter forms, legal forms, invoices, telegrams and other means of communication used in the business world.
5. To give additional practice on duplicating machines.



## OBJECTIVES OF OFFICE PRACTICE

(one year course)

1. To develop sufficient stenographic skill to enable the student to fill a secretarial position successfully.
2. To build language skills, such as: vocabulary, spelling, grammar, and punctuation.
3. To prepare the student for related clerical duties involving the use of office machines, including mimeograph, duplicating machine, adding machine, comptometer, and an acquaintance with specialized machines.
4. To train the student to receive callers courteously, pleasantly and intelligently through the mediums of letters, personal calls, or by telephone.
5. To familiarize the student with financial forms, banking procedures, government forms and regulations, and legal forms.
6. To give the student a working knowledge of use of directories, business reference books, travel schedules, time tables, and to encourage resourcefulness in obtaining any needed information.
7. To acquaint the students with filing methods, equipments, and procedures.
8. To introduce the student to office materials and equipment and to train him in their proper use and conservation.
9. To prepare the student for a job-finding campaign.
10. To develop in the student certain personality traits and personal habits such as: personal appearance, ability to work well with others, ability to meet the public, loyalty to employer and other equally important qualities requisite to success in a secretarial position.



## PRESPECTUS OF SUMMER SCHOOL COMMERCIAL COURSES

7 hrs  
Typewriting in  
2 hrs. me  
25  
4.18

### I. Prespectus of Perinduction Training for the Army Clerk

#### Objectives:

1. To orient the student by teaching him the organization of the Army.
2. To lead the student to an understanding of the importance of each Army clerical activity.
3. To train the student in a variety of specialized techniques of Army clerical work common to all branches of the Army.

This course will be set up to train both boys and girls in clerical skills that are essential to a number of Army jobs. One-half of the period will be given to learning the organization of the Army, and the other half will be devoted to learning and practicing clerical duties and procedures. This course will prepare any student to fill a number of positions, wherein typing is not required, such as, general clerk, personnel clerk, shipping clerk, stock control clerk, stock record clerk, mail clerk, file clerk, and others. It will also prepare them for the following positions which do require typing, such as, message center clerk, stenographers, typists, and clerk-typist. A person who completes this course should be able to make a better adjustment to Army life in case he is inducted into service, or in case the girl enlists in the WAACS, or, if he or she should seek employment as a civilian in the War Department. All materials and books are prepared by the Army Department. Credit may be given to undergraduates.

1/2

### II. Description of The Office Practice Class For Graduated Students

As prerequisites to this course the students should have completed both Typewriting I and Shorthand I. The aim of this course is to train the students in all phases of office work which will enable them to fill successfully any type of office position.

In this course stenographic skills are developed through practice and drill. Office procedures will be learned in real life situations. Acquisition of personal

2 hrs  
N.C.



traits and habits of easy adjustments of office life are stressed. The student will learn filing, additional typing techniques, transcription, and ~~procedures~~ methods of duplicating.

After the completion of this course, an effort will be made to locate <sup>the student</sup> in some office position on the project or to place him in some commercial position outside. No credit will be given.

### III. Outline of Office Practice For Undergraduates

The students who enter this course should have prerequisites of Shorthand I and Typewriting I. This course will be set up so that the student will earn one-half credit and is especially designed for those students who are planning to graduate at the end of the first semester. They will be advised to continue this course throughout the first semester until their graduation. This course which is set up for undergraduates will be given with more details than the course set up for graduation. Special emphasis will be given to all types of office work, and the students will be given extensive practice in shorthand and transcription.

*Divided hours - 1/2*

### IV. Prospectus of Beginning Typing

This course will be scheduled primarily for undergraduates who wish to complete the second semester of their typing I. The students will be required to attend one period in the morning for instruction and one practice period in the afternoon. Any student completing this course satisfactorily will be given one-half credit.

*2 Divided*

### V. Outline of Typewriting II

This course will be scheduled for any student who wishes additional instruction in typewriting. If sufficient time is spent and material covered, one-half credit may be given. A prerequisite will be one full year of typewriting.

*2 Divided*

### VI. Shorthand II

This course is set up to enable students who have completed Shorthand I to



{ get additional practice in taking dictation and typing transcriptions, which will enable them to perform more adequately in the Office Practice course next year.

~~One-half credit may be given for this course.~~

#### VII. Business English

{ Business English includes a review of fundamental principles of English grammar. All types of forms of letters, both business and personal, will be written. Good habits of oral English will be gained through creation of business-like conditions in the classroom. This course is a requirement for all commercial majors. ~~If the student satisfactorily completes the work as outlined for the summer term, he may earn one-half credit.~~

2 hr

-B. Beaver



LIST OF BOOKS FOR COMMERCIAL  
DEPARTMENT

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South-Western Publishing Co.  
Cincinnati, Ohio

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- |           |  |
|-----------|--|
| 36 Copies | <u>Lessenberry, D. D., 20th Century Typewriting, Complete Fourth Edition, List Price \$1.76</u>  |
| 60 Copies | <u>Carlson, Prickett, Forkner, 20th Century Bookkeeping and Accounting, First Year, Complete Course, 18th Edition, Stock #533, Chap. 1-28 List Price \$1.60. Include test copies I through VII and other free materials.</u> |
| 60 Copies | <u>Workbook for Chapters 1-28, Stock #534, List Price \$.72 Include key for workbook</u>   |
| 30 Copies | <u>Carlson, Prickett, Forkner, 20th Century Bookkeeping and Accounting, Second Year Course, Chapters 29-50, 18th Edition. List Price \$1.60. Include Tests and other free material.</u>                                      |
| 30 Copies | <u>Working Papers, Stock No. B132, for second year course. List Price \$.72</u>  |
| 2 Copies  | <u>Shorthand Dictation Studies, by Wallace B. Bowman</u>   |

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American Book Company  
Chicago, Illinois

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| 2 Copies | <u>The Training of a Secretary by Wikdall, Thompson and Keenly</u> |
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The Gregg Publishing Co.  
6 No. Michigan Avenue, Chicago, Illinois

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|----------|--|
| 2 Copies | <u>Applied Secretarial Practice by John Robert Gregg</u><br>List Price \$1.40                                |
| 60 "     | <u>Gregg Shorthand Manual for the Functional Method</u><br>Vol. I. List Price \$1.50 By Louis A. Leslie      |
| 60 "     | Ditto Vol. II  |
| 1 "      | <u>Teachers Manual for Functional Methods Vols. I and II</u><br>Combined. List Price 40¢ By Louis A. Leslie. |



## PROSPECTUS OF MINIMUM COMMERCIAL COURSES

### Shorthand I--one year course

In the beginning shorthand course fluent reading of the Gregg system of shorthand from printed copy is achieved. After a recognition of shorthand forms is gained a good writing technique is acquired. At the completion of this course the student is able to write shorthand at 60 words per minute. The students enrolled in this course should also enroll in Typing I or have the ability to type at 30 wpm.

### Office Practice--(Shorthand II)--one year course

In this course Stenographic skills are developed through practice and drill. Office procedures are taught in real life situations. Acquisition of personality traits and habits for easy adjustment to office life are stressed. Prerequisites for this course are Typewriting I, or an equivalent of a typewriting speed of 35 wpm, and Shorthand I, or the ability to take shorthand at the rate of 50 wpm.

### Bookkeeping I--one year course

In this course presentation of methods of keeping records is made for simple business organizations through the use of journals, ledgers and other bookkeeping devices. Application of bookkeeping principles to personal and club records, and personal budgets is made.

### Bookkeeping II--one year course

The student is introduced to bookkeeping principles in keeping records of the more complex business organizations, such as partnerships, corporations and cooperatives. Requirements of professional and personal record keeping are studied, and practice sets involving advanced bookkeeping principles are completed. Prerequisite--Bkpg. I

### Typewriting I--one year course

Mastery of the standard keyboard by the touch system of typewriting is achieved. Simple typewriting techniques are learned. Speed and accuracy will be acquired--with a minimum speed of 35 wpm at the end of the year.

### Typewriting II--one year course

Typewriting speed, accuracy and skill are built through drill and through performance of work generally required in an office situation. Students enrolled in this course must have completed Typewriting I and Shorthand I, and also be enrolled in Office practice because the work of the two classes will be correlated.

### Business English--one semester course

This course includes a review of fundamental principles of English grammar and the application of these principles to business literature. All types and forms of letters, both business and personal, will be written. Good habits of oral English will be gained through creation of business-like conditions in the classroom.



## OBJECTIVES FOR ADVANCED BOOKKEEPING

- I. To increase the student's knowledge of bookkeeping procedures
- II. To enable the student to apply his knowledge of the bookkeeping cycle to sole proprietorship, partnership and corporate accounting.
- III. To teach the student to analyze correctly reports for the purposes of making income tax reports, for buying and selling, etc.
- IV. To teach the student to apply the principles of advanced bookkeeping to professional and personal requirements.
- V. To increase the student's knowledge and understanding of common business and bookkeeping terms.
- VI. To increase the student's knowledge and understanding of common business forms and procedures.
- VII. To give the student a greater understanding of the interrelationship of businesses in a private enterprise set-up.
- VIII. To impress upon the student the value of gaining goodwill in all business dealings.
- IX. To enable the student, through his knowledge of partnership and corporation accounting, to participate in some such business organization in his community.
- X. To teach the student the value of honesty in all business dealings.



Commercial Department  
Minimum Courses To Be Offered, Oct. 12

1. Beginning Shorthand
2. Advanced Shorthand (Office Practice)
3. Beginning Bookkeeping
4. Business English
5. Advanced Bookkeeping<sup>1</sup>
6. Typewriting I<sup>2</sup>
7. Typewriting II<sup>2</sup>

Maximum Courses that can be offered  
During the Year

1. Beginning Shorthand
2. Advanced Shorthand
3. Office Practice
4. Typewriting I
5. Typewriting II
6. Business Arithmetic
7. Business Law
8. Business English
9. Beginning Bookkeeping
10. Advanced Bookkeeping
11. Commercial Geography
12. Penmanship and Spelling

1. To be offered if there is sufficient demand.
2. To be offered if typewriters are available.



## SURVEY OF TYPEWRITING I

### I. Acquainting the student with the typewriter

1. parts
2. posture at the typewriter
3. method of inserting paper
4. Home key position
5. Technique for striking keys

### II. Teaching location of keys

1. Location drill
2. Facility drill
3. Dictated reaching drills
4. Simple word drills
5. Short sentence drills
6. Rhythm drills
7. Lumber drills

### III. Presenting various typewriting techniques

1. Spacing
2. Tabulating
3. Symbols

### IV. Drills for speed and accuracy

1. sentence drills
2. keyboard drills
3. paragraph drills
4. remedial drills
5. testing, etc.

### V. Setting up various forms of typewritten work

1. letters
2. outlines
3. straight copy
4. manuscript
5. poetry
6. invoices and miscellaneous business forms
7. cutting of stencils



## SURVEY OF BUSINESS ENGLISH COURSE- one semester

### I. Review of fundamental principles of English grammar

1. mastery of "sentence sense"
2. plurals of common nouns
3. forms of pronouns
4. correct use of possessives
5. distinction between adjectives and adverbs
6. correct forms of verbs
7. agreement of subject and predicate
8. practice in sentence construction
9. mastery of basic principles of effective writing and speaking
10. mastery of principles of punctuation and capitalization

### II. Application of principles of English grammar to business literature

#### A. Writing business letters

1. practice in writing all forms and types of business letters
2. practice in writing all types of social letters
3. practice in writing personal letters

#### B. Detecting slips and errors of dictators, and correcting such mistakes

#### C. Building a business vocabulary

1. spelling
2. terminology of specialized businesses
  - a. law
  - b. accounting
  - c. banking

### III. Training in oral English

#### A. Conduct in a telephone conversation

#### B. Behavior in an interviewing situation

#### C. Poise in receptionist work

#### D. Effective speech on special occasions



## COURSE OF STUDY IN BEGINNING SHORTHAND

### I. Development of a high degree of reading ability by:

1. Teaching recognition of brief forms
2. Teaching recognition of phrases
3. Building general vocabulary

### II. Introduction of shorthand writing technique by:

1. Giving shorthand penmanship drills
2. Tracing correct outlines
3. Presenting simple writing techniques
4. Dictating of practiced material
5. Teaching simple transcription rules
6. Observing forms through continued reading practice

### III. Building shorthand writing speed through:

1. Dictation of practiced material
2. Drill of brief forms and phrases
3. Continued reading assignments
4. Dictation of simple new material

### IV. Laying foundation for transcription skill by:

1. Teaching business letter forms
2. Teaching additional transcription rules
3. Drill in transcribing from:
  - a. Printed matter
  - b. Student's notes



## COURSE OF STUDY IN BEGINNING BOOKKEEPING

Note: This course will be taught by the use of a work book.

- I. Presenting beginning principles and terms:
  1. How bookkeeping records began.
  2. Effect of transactions on records.
- II. Presenting the bookkeeping cycle in simple form:
  1. Journalizing
  2. Posting
  3. Financial statements
  4. Closing ledger
- III. Applying bookkeeping principle to personal and club records:
  1. Banking
  2. Budgets
  3. Social organizations
- IV. Introduction of the use of special journals:
  1. Buying and selling on account
  2. Cash receipts journal
  3. Cash payments journal
  4. Recording miscellaneous entries
- V. Teaching work to be done at the end of a fiscal period:
  1. The work sheet
  2. Financial reports
  3. Adjusting and closing entries
  4. Walker Practice set
- VI. Presenting adjusting entries
  1. Bad debts
  2. Taxes
  3. Interest and discount
  4. Accrued income and expense
- VII. Introducing the columnar journal:
  1. Columnar cash journal
  2. Retail business transactions
- VIII. Training in handling commercial papers:
  1. Notes and trade acceptances
  2. Commercial drafts



IX. Acquainting the student with types of proprietorship:

1. Sole proprietorship
2. Partnership
3. Corporation
4. Co-operatives

X. Presenting useful applications of bookkeeping principles:

1. Student activities
2. Bookkeeping and budgeting for a family
3. Bookkeeping for the professional man
4. Bookkeeping for a farmer



## COURSE OF STUDY IN OFFICE PRACTICE

Note: All through this course there will be dictation given in order to increase writing and transcribing speed--therefore, no unit was set up, solely for this purpose.

### I. Pronostic testing to learn comparative stenographic skills of students through the following tests:

1. Reading
2. Writing shorthand
3. Transcription
4. Transcription rules

### II. Acquainting students with office equipment and supplies by:

1. Teaching minimum supplies needed.
2. Introducing various office machines.
3. Presenting all supplies and equipment available.
4. Stressing correct use and conservation.

### III. Teaching Use of Office Machines:

1. Mimeograph
2. Other duplicators
3. Adding machines
4. Comptometer or calculator

### IV. Teaching Use of Business Directories and Reference Materials, such as:

1. Travel schedules
2. Time tables
3. Telephone directories
4. Credit rating books
5. Maps
6. City Directories, etc.



V. Familiarizing the student with business and legal forms, such as:

1. Checks and other negotiable instruments
2. Invoices, statements, and financial forms
3. Legal documents and terminology
4. Banking forms
5. Tax forms and other government forms
6. Insurance forms, etc.

VI. Teaching filing procedures and equipment by:

1. Presenting filing rules
2. Acquainting students with filing equipment necessary
3. Filing practice in real life situations.

VII. Development of personality traits and personal habits for easy adjustment in business world, such as:

1. Personal appearance
2. Ability to work well with others
3. Ability to meet the public
4. Loyalty to employer, etc.

VIII. Training student for specific duties involving personality traits, such as:

1. Receiving callers courteously
2. Answering telephone calls
3. Getting along with co-workers
4. Getting along with employer

IX. Preparing student for job-finding campaign by:

1. Teaching procedures in finding a job openings
2. Application letters
3. Application by personal interviews
4. Stressing importance of personal appearance



X. Teaching problem solving in office situations:

1. Making classroom into office
2. Assigning students to instructors
3. Having students create typical office situations



## SURVEY OF ADVANCED BOOKKEEPING COURSE

Note: With this course the working papers, stock No. B-132 are used.

- I. Teaching columnar journals and controlling accounts
  1. Columnar purchase journal
  2. Columnar Sales journal
  3. Columnar General journal
  4. Columnar cash journal
  5. Controlling accounts
  6. Preventing, finding and correcting errors
- II. Introducing partnership accounting
  1. Formation of partnerships
  2. Division of partnership profits and losses
  3. Reorganization and liquidation
  4. Partnership practice set.
- III. Teaching further adjustment of accounts
  1. Accruals and deferred items
  2. Depreciation and depletion
  3. Uncollectible accounts and notes
- IV. Presenting the principles of corporation accounting
  1. Proprietorship in a corporation
  2. Organization of a corporation
  3. Corporate records
  4. Corporate financial reports
- V. Teaching types of accounting for recording purchases and sales
  1. C.O.D. sales and purchases
  2. Installment sales
  3. Consignment sales
  4. Department purchase and sales
  5. Voucher sales
  6. Corporation practice set
- VI. Presenting manufacturing accounting
  1. Records
  2. Reports
- VII. Analyzing Reports
  1. Numerical classification of accounts
  2. Ratio analysis of accounts
  3. Comparative reports and graphs
  4. Business budgets



## COURSE OF STUDY FOR ADVANCED TYPEWRITING

NOTE: This course is to be presented in correlation with the office practice class for the purpose of training the person in both personality traits and stenographic skill in order that he can perform his tasks more effectively.

- I. Increasing typewriting speed through
  1. Remedial drills
  2. Speed drills
  3. Rhythm drills
  4. Testing program
- II. Teaching intelligent and rapid transcription of notes.
  1. Transcription rules
  2. Awareness of errors made by the dictator.
  3. Ability to proofread one's own notes
  4. Correct procedure in erasing
  5. Producing a mailable copy
- III. Advancing performance in typing general business communication forms:
  1. Telegrams
  2. Invoice
  3. Legal forms
  4. Letters
  5. Statements
  6. Specialized forms
- IV. Giving additional practice on duplicating machines
  1. Cutting stencils
  2. Use of mimeograph
  3. Making master copies
  4. Use of other duplicating machines



*Lewis*

*- Betty Beaver*

## OUTLINE OF COMMERCIAL SUBJECTS FOR FALL, 1943

Since so many of the students from this department are expected to relocate immediately and fill office positions without further training, it is essential that each student be given thorough commercial instruction. With this in mind, two majors with the following minimum requirements are suggested:

### I. Accounting Major--Minimum Requirements:

1. Jr. Bus. Training (one sem. Freshman year)
2. Bookkeeping I (Soph. or Jr. year)
3. Bookkeeping II (Jr. or Sr. year)
4. Bus. Math (sem. course, Jr. or Soph. year)
5. Com. Law (sem. course, Jr. or Soph. year)
6. Typewriting I (Soph. Jr. or Sr. year)

#### Optional Subjects:

1. Typewriting II
2. Business English
3. Preinduction Training

### II. Stenographic Major--Minimum Requirements:

1. Jr. Bus. Training (Sem. Course, Freshman year)
2. Shorthand I (Soph. or Jr. year--latter preferred)
3. Typewriting I (Soph. or Jr. year)
4. Business English (Soph. or Jr. year)
5. Office Practice and Transcription (Sr. only)

#### Optional Subjects:

1. Bookkeeping I
2. Commercial Law
3. Preinduction Training
4. Commercial Math
5. Typewriting II



I. Subjects to be offered First Semester, 1943-44

				Maximum students	Year offered
(Yr.)	*1.	Typing I	--	2 Classes (50 students)	Soph., Jr., or Sr.
(Yr.)	*2.	Typing II	--	1 Class (25 students)	Jr. or Sr.
(yr.)	*3.	Office Practice	--	1 class of 2 hrs daily (25 students)	Sr. only
(Sem)	**4.	Preinduction Tr.	--	1 class (25 students)	Jr. or Sr.
(Sem)	*5.	Typing I-a	--	1 class (25 students)	Soph., Jr. or Sr.
(Yr.)	6.	Shorthand I	--	2 Classes (70 to 80 students)	Soph. or Jr.
(Yr.)	7.	Bookkeeping I	--	2 Classes (70 to 80 students)	Soph., Jr. or Sr.
(Yr.)	8.	Bookkeeping II	--	1 Class (35 to 40 students)	Jr. or Sr.
(Sem)	9.	Bus. English	--	1 Class (40 students)	Soph., Jr. or Sr.
(Sem)	10.	Jr. Business Tr.	--	1 Class (40 students)	Freshman only
(Sem)	11.	Bus. Arith.	--	1 Class (40 students)	Soph., Jr. or Sr.

II. Subjects to be offered Second Semester--1943-44

*1.	Typing I	--	3 Classes -75 students
*2.	Typing II	--	1 Class -25 students
*3.	Office Practice	--	1 Class of 2 hrs daily -25 students
**4.	Preinduction Tr.	--	1 Class -25 students
5.	Shorthand I	--	2 Classes
6.	Bookkeeping I	--	2 Classes
7.	Bookkeeping II	--	1 Class
8.	Bus. English	--	1 Class
9.	Jr. Bus. Tr.	--	1 Class
10.	Com. Law	--	1 Class

\*These classes will use the typewriters.

\*\*This course will be offered if the Commanding Officer at Fort Shelby recommends it. It is the desire of the department to continue this course if Japanese-American Volunteers are encouraged to do Army clerical work. (I am writing a letter to inquire about this.)

Note: The Junior Business Training course will be set up as a general knowledge course, stressing spelling, business forms, use of telephone, post office regulations, etc., and not an exploratory course--hence, the students will not be taught either shorthand or typing.



# COMMERCIAL DEPARTMENT

## TENTATIVE SCHEDULE I Fall, 1943

Teachers	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Miss Klein	* Beg. Typing 10, 11, 12	Book- keeping I 10, 11, 12	* Adv. Typing 11, 12			
New teacher				Beg. Typing 10, 11, 12	Book- keeping I 10, 11, 12	* Typing I 10, 11, 12 (Jr. Bus Tr.) ? 9
Evacuee T.	Shorthand I 10, 11, 12		Shorthand I 10, 11, 12	Jr. Bus. Training (?) 9		
Miss Beaver	* Office Practice & Transcription 12		Free 12	* Book- keeping II 11, 12	Preinduc- tion Tr. 12	Bus. English 10, 11, 12

Note: I would recommend that the Bus. Math. be taught by the Mathematics Department or be incorporated as part of the Jr. Bus. Training course.

I have planned both of these schedules so there would not be conflicts as to use of the typing room, would not be conflicts (or few) if the students were commercial majors and so not more than three rooms would be in use at any one time.

If any course must be eliminated, I would suggest that they be cut in this order:

One class of Typing I  
Jr. Business Training  
Preinduction training unless the commander of the Fort Shelby strongly recommends retaining it.



# COMMERCIAL DEPARTMENT

Tentative schedule II  
Fall, 1943

Teachers	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Miss Klein	Bookkeeping I 10, 11, 12	* Beg. Typing 10, 11, 12			* Adv. Typing 11, 12	
New Teacher	* Beg. Typing 10, 11, 12	Bookkeeping I 10, 11, 12		* Beg. Typing 10, 11, 12		
Evacuee T.				Shorthand I 10, 11, 12	Shorthand I 10, 11, 12	Jr. Bus. Tr. 9
Miss Beaver	Bus. English 11, 12	* Office Practice and Transcription 12		Bookkeeping II 11, 12	Free	* Prein-duction Tr. 12



Miss Lewis

# TENTATIVE SCHEDULE

For a 7-Period Day

	1	2	3	4	5	6	7
Miss Klein	Beg. Book-keeping	Short-hand			Beg. Book-keeping I	Short-hand I	
Miss Beaver	Office Practice 2 periods	*	Book-keeping II	free	Pre-induction	<del>Bus. Eng.</del>	Adv. typing
New Teacher			Beg. Typing I B	Beg. Typing I A		Beg. Typing I B	Jr. Bus. Training



COMMERCIAL SCHEDULE

L4.20

	1	2	3	4	5	6	7
Klein	Bookkeeping I (10,11,12) A.M.	Shorthand I (10,11,12)	Typing I-B (10,11,12)	Boys' Chorus	GIRLS' CHORUS	BOOKKEEPING I (10,11,12) P.M.	Free
Friedman	Typing I-B (10,11,12)	Backgrounds for Business (11,12)	Free	Typing I-A (10,11,12)	Backgrounds For Business (11,12)	Shorthand I (10,11,12)	Typing I-B (10,11,12)
Beaver	Office Practice & Transcription 12th only	Bookkeeping II (11,12)	Free	Pre-induction Training 12 only	Adv. Typing (11,12)	Jr. Bus. Training (9)	
Co-op	2-3 clerks	2-3 clerks	2-3 clerks	2-3 clerks	2-3 clerks	2-3 clerks	2-3 clerks

Note 1--Those classes marked in red (X) use the typewriters.

Note 2--Shorthand I and Bookkeeping I should be scheduled with a forenoon and an afternoon class.

Note 3--Jr. Bus. Training should be scheduled when the 9th grade is free to select it.

Note 4--Typing I-B is the first semester of typing; Typing I-A is the second semester of typing.

Note 5--Typing II or Adv. Typing may be taken as a semester course after having completed one full year of typing. It may also be taken as a one-year course.

Note 6--Office Practice and Transcription can be much more effectively handled if it is scheduled for two consecutive periods.

Note 7--Backgrounds for Business includes Business English, Bus. Arith, and Commercial Law, and possibly some Comm Geog.

(over)



1. Those marked 1 should take the course without fail.
2. Those marked 2 are seniors or should take the course if possible.
3. Those marked 3 will have another chance to take the course, or have no real interest in the course.
4. Those marked 4 are sophomores and can easily take the course later.
5. Those marked 5 should be the first dropped.



L4.2e

## I OBJECTIVES OF BEGINNING BOOKKEEPING (one year course)

1. To present a complete picture of the bookkeeping cycle.
2. To familiarize the student with bookkeeping terminology and procedures.
3. To develop a skill in keeping and analyzing records of business transactions.
4. To develop personal habits of system, accuracy and neatness.
5. To show application of bookkeeping principles to everyday needs and the requirements of community living.
6. To introduce the student to the field of bookkeeping as a possible vocation.
7. To enable them to fill income tax reports.
8. To acquaint them with Co-operative bookkeeping.
9. To give them experience in a practical bookkeeping situation, such as, bookkeeping set with work papers.

## II PROSPECTUS OF BEGINNING BOOKKEEPING (second semester)

### Bookkeeping I--one year course--Second Semester

In this course presentation of methods of keeping records is made for simple business organizations through the use of journals, ledgers and other bookkeeping devices. Application of bookkeeping principles to personal and club records, and personal budgets is made. Practical work is given in co-operatives in making income tax reports and by completing one bookkeeping set for a business.



## COURSE OF STUDY IN BEGINNING BOOKKEEPING

(Second Semester)

Note: This course is taught by use of the following:

Textbook: "20th Century Bookkeeping & Accounting"  
Carlson-Prickett-Forkner

Workbook: For above with working papers

Test Materials: 1. Chapter tests taken from workbooks.  
2. Printed tests bought from South-Western Publishing Co.

Other Materials: 1. Federal Income Tax forms  
2. State Income Tax forms  
3. Collins Practice Set with Business Papers. (I hope)

Unit I (Feb. 24 to Mar. 5) Work to be done at the end of a fiscal period.

1. Study of the Financial Reports  
(chap. 16 in text)  
a. Complete Ex 46 and 47
2. Adjusting and Closing the ledger  
(Chap. 17 in text)  
a. Complete Ex 49 and 50

Unit II Presenting Adjusting Entries. (5 weeks Mar. 8 to Apr. 9)

1. Depreciation of Fixed Assets  
(Chap 19 in text)  
a. Complete Ex 52 and 53
2. Bad Debts and Accounts Receivable  
(Chap 20 in text)  
a. Complete Ex 55 and 56
3. Interest and Bank Discount  
(Chap 21 in text)  
a. Complete Ex 58 and 59
4. Accrued Income and Accrued Expense Accounts  
(Chap 22 in text)  
a. Complete Ex 61



5. Social Security Taxes and Income Tax  
(Chap 23 in text)
  - a. Fill in Income Tax forms obtained from State Dept.
  - b. Make out Federal Income Tax forms obtained from Dept of Internal Revenue
  - c. Ex 62, Ex 64, Ex 65
6. Comprehensive test over Chapters 19--23 given.

Unit III April 12 to May 21 (6 weeks)

1. The Collins Practice Set with Business Papers
  - a. Two month's business is completed.
  - b. Frequent tests are given.

Note: If this set is not furnished, the class will complete the Walker Practice set given in Chapter 18 of the text and work only 4 weeks.

Unit IV Introducing the Columnar Journal May 24 to June 11  
(Three weeks)

1. Columnar Cash Records  
(Chap 24 in text)
  - a. Complete Ex 66 and 67
2. Retail Store Bookkeeping Systems  
(Chap 25 in text)
  - a. Complete Ex 68 and 70
3. Notes and Trade Acceptance  
(Chap 26 in text)
  - a. Complete Ex 71 and 72
4. Commercial Draft  
(Chap 27 in text)
  - a. Complete 73 and 74
5. Comprehensive test given over the unit.

Unit V Types of Business Organizations (June 14 to end of school)

- I Partnerships  
(Chap 28 in text)
  - a. Complete 75--77



II Corporations  
(Chap 30 in text)  
a. Complete 78--80

III Co-operations  
(Chap 30 in Text)  
a. Several Phamplets to be read.  
b. Bookkeeping for Cooperatives  
(Ref Book) to be used.



## OBJECTIVES OF BEGINNING SHORTHAND

(one year course)

1. To develop a high degree of skill in reading from printed shorthand.
2. To acquire accuracy in writing shorthand forms.
3. To attain a reasonable degree of speed in writing from dictation, such as, speed of 60 for new material and 80 for practiced copy.
4. To lay a foundation for rapid and accurate transcription on the typewriter.

## PROSPECTUS OF BEGINNING SHORTHAND

In the beginning shorthand course fluent reading of the Gregg system of shorthand from printed copy is achieved. After a recognition of shorthand forms is gained a good writing technique is acquired. At the completion of this course the student is able to write shorthand at 60 words per minute. The students enrolled in this course should also enroll in typing I or have the ability to type at 30 wpm.



COURSE OF STUDY, SHORTHAND I,  
Second semester

Textbook: Gregg Shorthand, Functional Methods, Part II

Aims and Objectives:

1. To complete the theory of Gregg Shorthand as presented in the manual, Part II.
2. To develop a rapid **skill** in reading from printed shorthand
3. To develop a fair degree of skill in simple new material which has been previewed. A student should be able to write about 40 words a minute on new matter and about 80 words per minute from dictation on practiced material.
4. To lay the foundation for accurate transcription of shorthand notes through training in sentence-sense and spelling.

LESSON PLANS:

ASSIGNMENT

One assignment is presented in each period. Each lesson is to be read by the student before any writing is done. Then the student practices the material, stopping to master any difficult outlines which he encounters. After such ~~preliminary~~ preliminary practice, the student writes the entire assignment through once, to be read from notes in class.

The above is the assignment for each day. Even though an assignment is not made each day, the students understand that they are to go ahead with the next lesson, reading and writing the material as explained above. This procedure has been given to them in the first class period as the method they are to follow throughout the semester.

CLASS WORK

In class, each student is asked briefly to read a few sentences of the shorthand in his notebook. This method reveals those students who have not done their assignment, and also provides practice in reading back material written a day before. Practice in reading so-called "cold" notes is valuable.

After the reading from their own notes, the presentation of new words and special forms is made on the board by the teacher. Concerted reading back of the forms on the blackboard fixes these new words in the student's minds. As each outline is written on the board, the class reads the form, before another outline is placed on the board. No formal statement of any rules is given at any time. There is no moment in the class time when either reading of shorthand or ~~or writing~~ of shorthand is not being done.  
/writing

After presentation of new material on blackboard, the students write from dictation material which they have practiced for their homework. During dictation students are permitted to refer to (over)



the printed shorthand whenever they are in doubt about the correct formation of an ~~xxx~~ outline.

About the same procedure is followed every day, with increasing speed of dictation. Students read back their shorthand notes after each "take".

#### SCHEDULE OF TESTS

At the end of each chapter in the manual, a dictation test is given. Sometimes this is varied with a "reading back" or transcription test. Students transcribe for 5 minutes and are allowed a minimum of 4 errors, or, depending upon the difficulty of the material, a lower or higher number.



## I OBJECTIVES OF BEGINNING TYPEWRITING (one year course)

1. To acquaint the student with the mechanical parts of the various makes of typewriters and their care and maintenance.
2. To teach the standard keyboard by the touch system.
3. Through repetitive practice and drills enable the student to attain a high degree of accuracy and a fair degree of speed --(possibly a minimum of 35 words with 95% accuracy.)
4. To teach related typewriting techniques, such as: symbols, tabulating, setting up letter forms, cutting stencils, invoices, etc.
5. To enable the student to use the typewriter as a rapid and effective instrument for personal use throughout the remainder of his school career and his later life.

## II PROSPECTUS OF BEGINNING TYPEWRITING (First semester)

Mastery of the standard keyboard by the touch system of typewriting is achieved. Simple typewriting techniques are learned. Speed and accuracy will be acquired--with a minimum speed of 25 wpm at the end of the semester.



## OBJECTIVES OF BUSINESS

ENGLISH--one year course

1. To review the rudiments of grammar and punctuation.
2. To increase the student's vocabulary.
3. To improve his spelling ability.
4. To give practice in writing various forms and types of letters, both personal and business.
5. To give practice through business situations where oral English is involved: such as, speeches for special functions, telephone conversations, interviews, receptionist work, staff meetings, etc.

## PROSPECTUS OF BUSINESS ENGLISH

This course includes a review of fundamental principles of English grammar and the application of these principles to business literature. All types and forms of letters, both business and personal, will be written. Good habits of oral English will be gained through creation of businesslike conditions in the classroom.



COURSE OF STUDY:

BUSINESS ENGLISH - second semester,  
February- June, 1943

Text: Business English: J. Walter Ross

South-Western Publishing Co.

Objectives:

1. To learn the mechanical details of writing a letter, such as the parts of the letter, correct forms of salutation and closing.
2. To learn the essential parts of the body of a letter, such as margins and spacing; paragraphing; abbreviations; signatures, and the foling of a business letter.
3. To learn to compose a business letter with unity, clarity, and brevity, as well as to learn to adjust the contents of the letter to the aim of the letter.
4. To learn correct vocabulary in the composition of the business letter, avoid~~ing~~ hackneyed phrases.
5. To learn the common types of business letters
6. To become acquainted with the various forms of remittance of money, such as money orders, certified checks, etc.
7. To learn rapid forms of communication by telephone and tele graph

Plans:

office

The classroom is to be an ~~laboratory~~ in which each student~~s~~ will be appointed junior correspondent. There will be a series of letters written between the junior correspondent and a firm. The student's will criticize the letters of others, in accord with a business letter-writing standard, and suggest improvements.

One day each week is to be spent in review of grammar, using the "Effective Speech" series published by the Better Speech Institute. Students with any special grammatical difficulty will be assigned sections in the textbook which will help them.

(over)



Unit I- The form of the business letter

February 23-28: Mechanics of the letter;

1. heading
2. date
3. inside address
4. salutation
5. body of letter
6. page identification
7. complimentary closing.

Chapter 10, pages 211 through 235, with exercises as designated therein.

Unit II- Composition of the business letter--

- 1- Unity( Assignments 181, p. 237) ~~Feb~~ March 1- 2
- 2- Coherence (Assignment 182) March 3 - 4
3. Emphasis- March 5th, 6th.

Test on writing letters in accordance with principles above expressed.

Unit III- Vocabulary-- (Note: although a week is spent on this  
Study unit here, emphasis is given to choice  
Avoid trite phrases of words all the way through the course)

March 8th through ~~xxxx~~ 22nd.

Use of the dictionary; speed in using the dictionary;  
contents of a dictionary; correct words; language sense.

Unit IV-

Letters of Inquiry and Reply- ~~Febxxxx~~ March 22nd through April 5th

Letters Ordering Goods--and Replies to Orders - April 5th- 19th

Forms of Remittance- Remittance Letters- Acknowledgement of  
Payment-- April 19th through May 3rd.

Hurry-Up Letters and Replies- May 3rd through 17th.

Unit V-- Adjustment Letters

Emphasis is shifted here from "mechanics" of letter writing to  
letters where subject matter or "what to say" becomes of prime  
importance, as well as "how to say" ~~xx~~ the contents of the letter.  
May 17th through June 25th.

Adjustment letters; collection letters; form letters; letters  
of introduction and recommendation; telegrams, etc. are here  
discussed.



## I. OBJECTIVES FOR ADVANCED BOOKKEEPING

- I. To increase the student's knowledge of bookkeeping procedures
- II. To enable the student to apply his knowledge of the bookkeeping cycle to sole proprietorship, partnership and corporate accounting.
- III. To teach the student to analyze correctly reports for the purpose of making income tax reports, for buying and selling.
- IV. To teach the student to apply the principles of advanced bookkeeping to professional and personal requirements.
- V. To increase the student's knowledge and understanding of common business and bookkeeping terms.
- VI. To increase the student's knowledge and understanding of common business forms and procedures.
- VII. To give the student a greater understanding of the inter-relationship of business in a private enterprise set-up as well as on a cooperative basis.
- VIII. To impress upon the student the value of gaining goodwill in all business dealings.
- IX. To enable the student, through his knowledge of partnership and corporation accounting, to participate in some such business organization in his community.
- X. To teach the student the value of honesty in all business dealings.

## II. Prospectus of Advanced Bookkeeping

The student is introduced to bookkeeping principles in more complex business organizations, such as partnerships, corporations and cooperatives. Requirements for professional and personal record keeping are studied, and practice sets involving advanced bookkeeping principles are completed.

Prerequisite--Bookkeeping I



## BOOKKEEPING II

### LESSON OUTLINE FOR COURSE FOR SECOND SEMESTER

#### I-ADJUSTMENTS OF ACCOUNTS

- 1-ACCRUALS AND DEFERRED CHARGES  
February 24th to March 5th
- 2-DEPRECIATION AND DEPLETION  
March 8th to 12th.
- 3-UNCOLLECTIBLE ACCOUNTS AND NOTES  
March 15th to 19th.

#### II-ORGANIZATION OF AND ACCOUNTING FOR CORPORATIONS

- 1-CHARACTERISTICS OF A CORPORATION  
March 24th to April 2nd.
- 2-ORGANIZATION OF A CORPORATION  
April 5th to 9th.
- 3-CORPORATE RECORDS AND CORPORATION FINANCIAL REPORTS  
April 12th to 16th.

#### III-ACCOUNTING FOR PURCHASES AND SALES.

- 1-
  - 1-C.O.D. SALES AND PURCHASES AND INSTALLMENT SALES  
April 19th to 23rd.
  - 2-CONSIGNMENT SALES  
April 26th to 30th.
  - 3-DEPARTMENTAL PURCHASES AND SALES  
May 3rd to 7th.
  - 4-THE VOUCHER SYSTEM  
May 10th to 14th.

#### IV-MANUFACTURING ACCOUNTING

- 1-RECORDS OF MANUFACTURING BUSINESS  
May 17th to 28th.
- 2-REPORTS OF A MANUFACTURING BUSINESS  
May 31st to June 4th

#### V-ANALYSIS OF REPORTS

- 1-NUMERICAL CLASSIFICATION OF ACCOUNTS AND RATIO  
ANALYSIS OF FINANCIAL REPORTS  
June 7th to 11th
- 2-COMPARATIVE REPORTS AND GRAPHS AND BUSINESS BUDGETS  
June 14th to 18th
- 3-REVIEWS AND TESTS  
June 21st to 25th.

IF PRACTICE SET FOR CORPORATION ACCOUNTING ARRIVES, IT  
WILL BE SUBSTITUTED FOR PART OF SECTION III AND SECTION V  
WILL BE OMITTED.



## I OBJECTIVES OF OFFICE PRACTICE

(one year course)

1. To develop sufficient stenographic skill to enable the student to fill a secretarial position successfully.
2. To build language skills, such as: vocabulary, spelling, grammar, and punctuation.
3. To prepare the student for related clerical duties involving the use of office machines, including mimeograph, duplicating machine, adding machine, comptometer, and an acquaintance with specialized machines.
4. To train the student to receive callers courteously, pleasantly and intelligently through the mediums of letters, personal calls, or by telephone.
5. To familiarize the student with financial forms, banking procedures, government forms and regulations, and legal forms.
6. To give the student a working knowledge of use of directories, business reference books, travel schedules, time tables, and to encourage resourcefulness in obtaining any needed information.
7. To acquaint the students with filing methods, equipments, and procedures.
8. To introduce the student to office materials and equipment and to train him in their proper use and conservation.
9. To prepare the student for a job-finding campaign.
10. To develop in the student certain personality traits and personal habits such as: personal appearance, ability to work well with others, ability to meet the public, loyalty to employer and other equally important qualities requisite to success in a secretarial position.

## II. Prospectus

In this course stenographic skills are developed through practice and drill. Office procedures are taught in real life situations. Acquisition of personality traits and habits for easy adjustment to office life are stressed. Prerequisites are Shorthand I and Typewriting I.



COURSE OF STUDY FOR OFFICE PRACTICE AND  
TRANSCRIPTION

- I. Training student for specific duties involving personality traits, such as: (Feb. 24 to March 12)
  - 1. Receiving callers courteously
  - 2. Answering telephone calls
  - 3. Telegrams, cablegrams, etc.
  - 4. Getting along with co-workers and employer
- II. Making Itinerary, reports, arranging for business trips. (March 15 to Mar. 20)
  - 1. Traveling with the employer
  - 2. " for the employer
  - 3. Arranging for business trips
- III. Care of Money and bank accounts (March 23 to April 2)
  - 1. Writing of checks
  - 2. Banking services
  - 3. Negotiable instruments
  - 4. Ways to handle money correctly
  - 5. Making out of payrolls
  - 6. Financial records and reports
- IV. Insurance and legal problems (April 5 to April 10)
  - 1. Types of insurance
  - 2. Legal forms
- V. Writing letters (April 12 to April 23)
  - 1. Letters commonly written by stenographer
  - 2. Practice in writing letters
  - 3. " " " reports
- VI. Familiarizing the student with business directories ~~xxxxx~~ and reference materials, such as: (May 1 to 14)
  - 1. Travel schedules April
  - 2. time tables
  - 3. Telephone directories
  - 4. Credit rating books
  - 5. Maps
  - 6. City directories, etc.
- VII. Preparing student for job-finding campaign by:
  - 1. How to find job openings (May 16 to end of Semester)
  - 2. How to write application letters
  - 3. How to make personal applications
  - 4. When and how to change positions

Note: The above material will be supplemented by:

- 1. Transcription practice
- 2. Drills to increase knowledge of English vocabulary and shorthand vocabulary.
- 3. Drills in spelling, punctuation and grammar
- 4. Assignments to various teachers for practical work



OBJECTIVES OF ADVANCED TYPEWRITING  
(one year course)

1. By means of repetitive practice and drill, to enable the student to attain a high degree of speed and accuracy. (60 words with 95% accuracy.)
2. To give the student practice in taking dictation at the typewriter.
3. To further knowledge of business letter forms, legal forms, invoices, telegrams and other means of communication used in the business world.
4. To give additional practice on duplicating machines.
5. To enable the student to set up and type any kind of material without detailed instructions.

PROSPECTUS TYPING II--one year course

Typewriting speed, accuracy and skill are built through drill and through performance of work generally required in an office situation. Students enrolled in this course must have completed Typewriting I, or be able to type about 25 words per minute. (One year of typing.)



## COURSE OF STUDY FOR ADVANCED TYPEWRITING

- I. Review of (Feb. 24 to March 5)
  1. Parts of the machine
  2. Tabulating rules
  3. Letter forms
  4. Centering rules
  5. Symbols and punctuation rules.
- II. Typing of letters (March 8 to March 26)
  1. Letter tests
  2. Different styles of letters
  3. Two-paged letters
  4. Envelopes
  5. Correct placement
- III. Misc. types of typed articles (March 29 to April 23)
  1. Cards for card files
  2. Telegrams
  3. Invoices
  4. Statements
  5. Checks
- IV. Stencil Cutting (April 26 to May 1)
  1. Cutting the stencil
  2. Correcting the stencil
  3. Rubbing the stencil
- V. Tabulation (May 4 to May 14)
  1. Review of tabulation rules
  2. Exercises of various types
- VI. Legal forms (May 17 to May 28)
  1. Types of legal forms
  2. How to fill in legal forms
- VII. Rough Drafts (May 31 to June 5)
  1. Rough draft rules
- VIII. Punctuation and setting up of letters and reports. (June 8 to end of Semester)
- IX. Writing of simple letters
  1. Construction of letters
  2. Form letters
- X. Frequent speed and accuracy tests will be given throughout the semester.

Drills to promote good posture, finger movement, rhythm, and various techniques will be given each week.



To: H. K. Walther  
From: Norreen Klein

January 21, 1944

### BOOKKEEPING I

A simple picture of the whole bookkeeping cycle--opening, recording, sorting, summarizing, proving, analyzing, interpreting, and closing--was presented, first through a service business, and second, through a mercantile business. The use of a service business instead of a mercantile business helped to simplify the first cycle. The mercantile business involved the entering of adjustments, and thus, the various elements of the bookkeeping cycle were expanded.

Class discussions on problems pertaining to the current topic were participated in by most of the members of the class. Theoretical situations presented in the text were compared to practical situations such as the Co-op store, class and club offices, etc.

Tests No's. 1, 2, and 3 that accompany the text book were given to the students. All working papers and printed study guides for each chapter 1 - 14 inclusive, were completed.

### TYPING I B

The following goals were attained by the beginning third period typists this semester:

1. A workable knowledge of the essential typewriter parts.
2. The acquisition of a steady, even stroke with as great a speed as possible, with a minimum of errors.
3. Mastery of vertical and horizontal centering.
4. Ability to "set-up" material correctly, attractively, and neatly.
5. Workable knowledge of syllabication rules.

### GIRLS' GLEE CLUB - *copy in music folder*

Sixty-two girls, an accompanist, and a director have endeavored to form a girls' chorus that would cooperate together to achieve the following goals:

1. Good intonation.
2. To demonstrate their ability to react to the emotional stimuli of text and music.
3. Good enunciation.
4. Correct and pleasing interpretation.
5. Close and constant attention to the conductor.
6. Favorable balance of parts.
7. Maintain correct posture.

The glee club participated in the following programs during the semester:

1. Welcome assembly for the Tuleans.
2. Farewell assembly for Mr. Terry.
3. Thanksgiving assembly.
4. Christmas Assembly.
5. Annual Christmas program.
6. National Honor Society assembly.



(continued)

## SHORTHAND I

The students began with a combination of the old Gregg method and the functional method of learning shorthand. They completed thirty-six assignments in Book I. Most of the members of the class have attained the stage where they can take simple dictation in legible shorthand notes and transcribe the dictation in a neat, readable, attractive transcription. Some simple letter forms have been learned. Some grammatical construction of sentences, and the use of the singular and the plural were emphasized.



# TYPING II B

## PERIOD IV

Hiroko Asano.....	Office Practice	
Shigeko Fukuda.....	<del>Mrs. Hammond</del>	Miss Bump
Tom Fukui.....	Mr. Tominaga and Mr. Nakamoto	Mr. Jackson
Jun Furuno.....	Mr. Toyama	
Lillian Hori.....	Office Practice	
Lilly Kawano.....	Miss Reiser	
Akiko Morimoto.....	Office Practice	
Jane Nagai.....	<del>Mrs. Drummond</del>	Miss Graves - Miss Goodson
Setsumi Saito.....	Mrs. Bernhard	?
Mitsuko Seta.....	Miss Smith	
Kiyoshi Sugimoto.....	<del>Mr. Faulkner</del>	Mr. Drummond
Alice Uyeda.....	Office Practice	
Yayoi Uyesugi.....	<del>Mr. McNaughton</del>	Mrs. Drummond
Betty Yamashita.....	<del>Mrs. Bender</del>	
Grace Yoshioka.....	Mrs. Sugahara	

# TYPING II A

## PERIOD VI

Takako Fukuda.....	Mrs. Loesch	<del>Miss Bump</del>
Mary Hamamoto.....	Miss Sparkman	
Jack Hoshizu.....	Dr. Terami	
Tokia Iba.....	Miss Fraker	
May Kamikawa.....	Miss Chase	
Masako Kawasaki.....	Mrs. Bowen	
<del>Denna Kojima.....</del>	<del>Office Practice</del>	
Nancy Menda.....	Office Practice	
Teruko Miyano.....	Miss Sand	
Anna Nakamoto.....	Miss Matsumoto	
Alice Nakamura.....	Mrs. Buchanan	
Aiko Nakayama.....	Miss Nishigori	Miss Ludy
Sumiko Shigaane.....	Miss Crabill	
Emiko Sugimoto.....	Office Practice	
Toshiko Takai.....	Miss Collin	
Nan Yamamoto.....	Mrs. Hawley	
Jean Yamasaki.....	Miss Barth	Thompson

Rita Duke

~~Mrs. Zischer~~

~~Miss Bump~~  
~~Mr. Jackson~~  
~~Miss Graves - Miss Goodson~~  
~~Mr. Drummond~~  
~~Mrs. Drummond~~  
~~Mrs. Bender~~  
~~Mrs. Sugahara~~



# OFFICE PRACTICE

## PERIOD I & II

Edna Amamoto.....	Miss Klein
Hiroko Asano.....	Mr. George
Lillian Hori.....	Miss Everetts
Grace Iida.....	Mr. Easton
Misako Kawaguchi.....	Mr. Kraus
Donna Kojima.....	Miss Lewis
Aiko Matsukawa.....	Miss Crain
Nancy Menda.....	Miss Prescott
Evelyn Miyashima.....	Mrs. Greenwood
Mary Miyao.....	Mrs. Tinsman
Akiko Morimoto.....	Mr. McGovern
Lily Nagatoishi.....	Mrs. Stegner
Barbara Nakano.....	Mr. Jackson
Irene Nakano.....	Miss Lewis
Yoko Nakano.....	Miss Winans
Mary Namba.....	Miss Goodson
Harumi Shimomura.....	Miss Ludy
Emiko Sugimoto.....	Miss Groves
Bessie Takaya.....	Mr. Hoke
Yaye Tanaka.....	Mr. Hinman
Alice Uyeda.....	Mr. Stillinger
Shigeko Wada.....	Miss Good
Kimi Yagi.....	Mrs. Stillinger
Mable Yoshida.....	Mrs. Hopcraft

Kiyoko Miura

Mr. Burger

Miss Good

Bessie Takaya

Mrs. Bender

*Jacky Hoshizawa*

*assign to room 101*

*Rita Furukawa*

*Jane Nagai*

*Miss Tinsman*

*Miss Bender*



L4.2c

A BRIEF MANUAL  
FOR  
THE COMMERCIAL DEPARTMENT

BY  
B. Tinsman

1. Requirements for Commercial Majors
2. Placing Students in Correct Courses
3. Suggestions for Ordering Supplies and Equipment
4. Suggested Units of Study for the Office Practice Class During the Summer.
5. Suggestions for Placement of Students in Project Positions
6. Suggestions for Assignment of Student-Typists and -Stenographers
7. Collections of forms and Evaluation Sheets which have been used

Note: A copy has been given to Miss Klein



## REQUIREMENTS FOR COMMERCIAL MAJORS

### I. Stenographic Majors--Minimum Courses

1. Typing--at least 1 year
2. Shorthand--at least 1 year
3. Office Practice--1 year (two periods each day)
4. Backgrounds for Business (Including bus. English, commercial law, and business arithmetic) 1 year.

#### Additional courses recommended:

1. Typing--second year
2. Bookkeeping--first year
3. Backgrounds for business (Including business English, commercial law, and business arithmetic) 1 year

#### Additional courses recommended:

1. Penmanship
2. Typing--second year



## PLACING STUDENTS IN CORRECT COURSES

### I. Stenographic Majors

Freshman year--Junior business training (If offered)

Sophomore year--typing I

Shorthand I

Bookkeeping (Typing and shorthand should be taken together or typing only should be taken. Bookkeeping is optional.)

Junior year--Typing I (If not taken in Sophomore year)

Shorthand I (If not taken in Sophomore year)  
otherwise

Typing II

Shorthand II (are recommended)

Bookkeeping I (is recommended but optional)

Backgrounds for business (Jr. or Sr. year)

Senior year--Typing II (Optional)

Shorthand II (Optional)

Office Practice (Requirement)

Backgrounds for Business (Requirement if not taken during Jr. year)

Bookkeeping I or II (Optional)

### II. Bookkeeping Majors

1. Freshman year--Jr. Business Training (Recommended if offered)

2. Sophomore year--Typing I (May be taken now or later)  
Bookkeeping I (May be taken now or Jr. Yr.)

3. Junior year--Typing I (May be taken now or in Sr. year)  
Backgrounds for Bus. (May be taken now or in Sr. year)  
Bookkeeping I (Requirement if not taken in Soph. year)  
Bookkeeping II (If Bookkeeping I completed)  
Typing II (Optional if Typing I completed)  
Penmanship (Optional)

4. Senior year--Bookkeeping II (Required if not completed)  
Backgrounds for business (Required if not completed)  
Penmanship (Optional)



#### SUGGESTIONS FOR ORDERING SUPPLIES AND EQUIPMENT

1. Supplies may be obtained from the high school supply room, such as newsprint, white sulphate, onion skin, and mimeograph paper.
2. Whenever the following supplies are needed, order them from Dolly (or whoever is in charge of requisitions in Mr. Walther's office): typewriter ribbons (several are in the department now), typewriter repairman, typewriter ribbons, paper clips, stencils, correction fluid, type cleaner, carbon paper etc.
3. Equipment may be requisitioned at any time or at time suggested by the office, such as files, tables, chairs, typewriters, brushes, staplers, office machines, etc.
4. School books are usually ordered either just before a semester begins or within a month after school begins.
5. All services of Silk Screen, Office Services, and other teachers and departments are to be obtained through a requisition form sent to Mr. Walther.



SUGGESTED UNITS OF STUDY FOR THE OFFICE PRACTICE CLASS  
DURING THE SUMMER

I. First Week--Unit on Duplicating

References--Applied Secretarial Practice, Chapter VI  
Duplicating Illustrative Materials

1. Teach students to make master copies, run ditto machine, cut stencils and run the mimeograph.
2. Make assignments to teachers.
3. Learn background of students.
4. Have students read Chapters I and II in The Private Secretary's Manual.

II. Second Week--Unit on Typewriting Techniques (During the period you can complete this unit) Be sure they all know the following and can successfully complete--symbols, centering, tabulations, manuscripts with footnotes, rough drafts, justifying lines for stencil cutting of a newspaper, etc.

Reference--Typing Book

III Third week--Unit on business letters and handling office mail

References--The Private Secretary's Manual, Chapter III  
Applied Secretarial Practice, Chapter XV  
Typing Book

1. Teach styles of letters and review parts of letters and correct placement of letters on a page. At this point you can teach style of Army correspondence.
2. Go over in detail how mail is handled in the typical office.
3. Dictate letters to be transcribed in various forms and styles.

IV. Unit on Filing

References The Private Secretary's Manual, Chapter IV  
Applied Secretarial Practice, Chapters 16 and 17  
Business Filing by Bassett

Students can discuss how to file during first period and complete filing projects during typing period.



V. Unit on Miscellaneous Stenographic Skills

References--Applied Secretarial Practice, Chapters 8 and 2  
The Secretary's Manual, Chapters 6 and 7

VI Unit on ordering supplies, equipment and office arrangement

References--The Private Secretary's Manual, Chapter V  
Applied Secretarial Practice, Chapter I

1. Have students write order letters.
2. Have students make up order requests.
3. Have students make chart of good office arrangement.

VII. Unit on Composing letters, telegrams, reports

References--Business English book  
The Private Secretary's Manual  
Applied Secretarial Practice, Chapter III

Have them write telegrams, application, sales, complaint, adjustment, thank you letters, etc.

VIII. Unit on Job Finding, behavior on the job.

References--Applied Secretarial Practice, Chapter XVIII  
The Private Secretary's Manual, Chapter I  
Etiquette books in library.

IX. Transcription skills--additional transcription given

Grammar, punctuation, letter placement, etc.

References--The Private Secretary's Manual--several chapters will help.

X. Care of money, bank accounts, financial records.

References--The Private Secretary's Manual, Chapter X

Have class make deposit slips, invoices, bank reconsilation forms, etc.

XI. Insurance and legal problems

References--The Private Secretary's Manual, Chapter XII  
Applied Secretarial Practice, Chapter XIII  
Commercial Law book

1. Have class type and bind one legal document. Have oral reports on legal forms and when used.
2. Have them study insurance policy forms.



Reference books for dictation, etc.

1. Gregg Shorthand, Functional Method, Book II
2. Gregg Speed Building
3. Dictation at in-between speeds
4. Shorthand Dictation Studies, and others.



## SUGGESTIONS FOR PLACEMENT OF STUDENTS IN PROJECT POSITION

1. Make a list of available students through a survey questionnaire or by interview with students in commercial classes.
2. Also learn what subjects these students have completed, know their relative merits, their choice of position, how long they hope to work, their address, and when they are willing to start work.
3. Go to Mr. Moers (or whoever is in charge of evacuee hiring) and obtain a list of possible openings with a job description of each one. If possible, call on all prospective employees to learn definitely about the type of person needed and more about nature of work to be done. (I strongly recommend this.)
4. Assign the students to positions, considering these things:
  - (a) Do her qualifications fit the requirements?
  - (b) Will she stay on the job long enough to make the training worth while?
  - (c) Does this position come within her choice of types of jobs and places?
  - (d) Will her personality be pleasing to the prospective employer?
  - (e) Is she likely to be happy here?
5. Have an understanding that students may be transferred if they do not fit the requirements, or if the position is routine and they want real experience, or if the girl is very unhappy.
6. The work experience will be much more valuable if the students are able to rotate from job to job--staying on each one about a month.
7. Caution the students that much of the work in any office job is routine, that often they will have to work overtime, that they will have to do some dirty manual labor, that their employer will not give them a buildup every day of the week but he surely will tell them if anything is very wrong.



## SUGGESTIONS FOR ASSIGNMENT OF STUDENT-TYPISTS OR STENOGRAPHERS

1. Obtain a list of all teachers in three schools--evacuee and appointed personnel.
2. Have principals check to see which of these teachers want help, how much each week, and types of work needed.
3. Make list of students in advanced typing classes (with a background of 1 year's instruction) and those in the office practice class.
4. Assign students, considering these factors:
  - (1) Student able to fill requirements
  - (2) Choice of student where possible
  - (3) Students who live north of school may be assigned to 8-H block.
5. Those teachers who desire to give dictation should be assigned students who are capable and have had shorthand training.
6. Make a list of assignments to post on bulletin board.
7. Require students to work from 2 to 5 hours each week (or an average of this amount)
8. Have students call on their teachers at least once or twice each week. (You will have to check on this item.) Suggest that they make regular appointments with their teachers.
9. On each Monday (First thing) have the students fill in a report sheet of work completed the previous week.
10. Have your student-typist compile a report of work completed. (I would suggest that this be posted.)
11. Frequently you will have to explain requirements to teachers and students and will have to clear up misunderstandings. Often you will have to remind students to call upon their teachers. Sometimes you will have to shift students to other teachers. And you may have to ask students to help each other where the requirements of teachers do not equal.
12. At least once during each grading period, an evaluation should be made of each student by her teacher.
13. The grade for this work counted about one-third of the total grade. I considered these things--(1) Number of hours of work (2) Amount of work really done (3) Over-all evaluation of the teacher (In this item you will have to consider the teacher because some are much more critical than others.) (4) General attitude and work habits observed.
14. All work was completed outside of class except one day a week.



STUDENT-STENOGRAPHER WEEKLY REPORT

WORK WEEK.

NAME \_\_\_\_\_



### SUGGESTIONS TO TEACHERS USING STUDENT-TYPISTS

1. You have been assigned a student-typist who may be asked to work an average of two hours each week for you.
2. The work that you ask her to do should be such that will help her to improve her typing ability or to help her gain experience in some phase of office work, such as, typing, making master copies, running the duplicating machine, filing, cutting stencils, making charts, or printing.
3. Since many of the students need to go quite a distance out of their way to come to the SH Block, I would like to suggest that you arrange a definite appointment once or twice each week when this student may call for additional work and bring back work completed. This appointment should be scheduled at a time that is agreeable to both you and the student.
4. Please inquire of the student about how much time it would take her to complete the projects given her--most of the students complain about too little work rather than too much.
5. Since most of the students are very busy studying for tests and completing the work for their courses the last week or two of each quarter, I would like to suggest that you have them start earlier helping you make out report cards. Most of these girls were too rushed the last week or two of this semester.
6. This student may not be able to take dictation--it will be necessary for you to inquire of her whether or not she has this ability before you dictate any material.
7. I would appreciate your keeping in mind the following factors for an evaluation of her work at the end of the quarter:
  - a. Attitude toward work.
  - b. Manner of approach.
  - c. Appearance.
  - d. Neatness of work.
  - e. Correctness of work.
  - f. Ability to complete work without detailed instruction.
  - g. Promptness.
  - h. Additional types of training needed, such as: grammar, spelling, Typing techniques, duplicating techniques, and filing.
8. Be sure that you furnish this student with all materials such as, duplicating supplies, paper, and envelopes.
9. Many times the work completed for you was not as good as it should have been because the duplicating equipment needed replacement.
10. Any suggestions that you would like to make directly to the girl to help her improve will be appreciated.
11. I appreciate your interest and co-operation in this Program.



To:

From: Mrs. Tinsman

Please use some thought when evaluating your student typist. Many of the evaluation sheets heretofore were of little value because the teachers concerned were not careful in filling out the sheets. These sheets must be returned not later than Wednesday, May 3.

Please do not ask your typist to do any work for you after May 13. All report cards that you want them to type for you should be ready to type by May 1 to 5. There will be no student typist help available after May 13 until summer school starts--and then the program depends upon the commercial teachers concerned.

Thank you very much for cooperating with this training program.



### STUDENT TYPIST EVALUATION

In evaluating your student typist, please make complete statements and explain.  
I need more information than just "good" or "fair" as an estimate under each item.

1. Promptness \_\_\_\_\_  
\_\_\_\_\_
2. Appearance \_\_\_\_\_  
\_\_\_\_\_
3. Manner of approach \_\_\_\_\_  
\_\_\_\_\_
4. Attitude about work \_\_\_\_\_  
\_\_\_\_\_
5. Personality traits \_\_\_\_\_
6. Accuracy of work completed \_\_\_\_\_  
\_\_\_\_\_
7. Appearance of work completed \_\_\_\_\_  
\_\_\_\_\_
8. Ability to complete work without detailed instructions \_\_\_\_\_  
\_\_\_\_\_
9. Needs additional training in the following: typing, shorthand, vocabulary,  
grammar, spelling, punctuation, (discuss) \_\_\_\_\_  
\_\_\_\_\_
10. Needs to pay more attention to poise, voice, appearance, courtesy, prompt-  
ness, interest in work, correction of typographical errors or (discuss) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Other remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## EVALUATION SHEET FOR STUDENT-STENOGRAPHERS

Name of Student Nancy MendaDate Jan. 4, 1944Employer Mrs. Hart Zimmerman Average No. of hours worked  
each week \_\_\_\_\_

Department \_\_\_\_\_

Salary \_\_\_\_\_

Check types of work completed:

( ) Typing, ( ) Took Dictation, ( ) Cut Stencils, ( ) Operated  
mimeograph machine, ( ) Made master copies for duplicator, ( )  
operated duplicating machine, ( ) Made charts, ( ) Printed by  
hand, ( ) Filed, or \_\_\_\_\_

## I. PERSONAL CHARACTERISTICS

( ) Very Good ( ) Above Average ( ) Average ( ) Fair

Yes	No	In my opinion, this student
( )	( )	1. Usually exhibits ladylike and healthful posture.
( )	( )	2. Keeps hair, skin, and nails in good condition.
( )	( )	3. Is shy and retiring.
( )	( )	4. Moves easily and gracefully.
( )	( )	5. Has a confident, easy manner.
( )	( )	6. Remains calm and thinks well even under trying circum- stances.
( )	( )	7. Has a pleasant, well modulated voice.
( )	( )	8. Is cheerful and pleasant.
( )	( )	9. Is thoughtful and pleasant.
( )	( )	10. Has annoying mannerisms, such as figeting, twisting a pencil, tapping desk, chattering, etc.
( )	( )	11. Adjusts to people with whom he is working.
( )	( )	12. Is always prompt.
( )	( )	13. Is hurt by criticism or suggestion.
( )	( )	14. Is somewhat expressionless, colorless.
( )	( )	15. Is dignified and refined.
( )	( )	16. Is enthusiastic and conscientious about her work.
( )	( )	17. Is alert and forceful.
( )	( )	18. Knows and practices good etiquette.
( )	( )	19. Occasionally whines or pouts.
( )	( )	20. Commonly uses expressions such as: Huh, Well, Yea, Hey, Listen, etc.
( )	( )	21. Is cooperative
( )	( )	22. Uses adequate initiative
( )	( )	23. Has good physical health
( )	( )	24. Exhibits good reasoning
( )	( )	25. Needs to develop more interests

For improvement of personality traits, I would suggest the following:

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## II. WORK HABITS

( ) Very good ( ) Above Average ( ) Average ( ) Fair

Yes	No	In my opinion, this student
( )	( )	1. Puts materials away and leaves place in order.
( )	( )	2. Directs own activity after brief instruction.
( )	( )	3. Is critical of own work and hands in nearly perfect copies.
( )	( )	4. Wastes materials.
( )	( )	5. Finishes work promptly.
( )	( )	6. Frequently volunteers to do more work.
( )	( )	7. Gives helpful suggestions for completing work.
( )	( )	8. Completes sufficient work in time allotted.
( )	( )	9. Follows directions and finishes work as required.
( )	( )	10. Articulates and enunciates distinctly.
( )	( )	11. Corrects in neat manner all typographical errors made.
( )	( )	12. Has an adequate command of English grammar.
( )	( )	13. Is careful about spelling.
( )	( )	14. Makes few errors in punctuation.
( )	( )	15. Can discern most important task
( )	( )	16. Has adequate vocabulary
( )	( )	17. Can take charge of a situation in an emergency
( )	( )	18. Meets callers in helpful, courteous manner
( )	( )	19. Is able to find work to do without being told.
( )	( )	20. Engages in activities unsuitable for an office
( )	( )	21. Has organized methods of working
( )	( )	22. Asks for help at appropriate times
( )	( )	23. Understands and follows out suggestions quickly
( )	( )	24. Has improved while under my supervision
( )	( )	25. In my opinion, has adequate training to fill a commercial position outside the project

## III. FOR IMPROVEMENT I WOULD SUGGEST THAT THIS STUDENT PAY MORE ATTENTION TO:

( ) Poise	( ) Typing technique
( ) Voice	( ) Shorthand vocabulary
( ) Appearance	( ) Grammar
( ) Courtesy	( ) Spelling
( ) Interest in work	( ) Punctuation

Other ways in which this student could improve and specific errors are listed below:

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# EVALUATION SHEET FOR STUDENT-TYPISTS

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

Teacher in Charge \_\_\_\_\_ Average No. of hours worked \_\_\_\_\_  
each week

Department \_\_\_\_\_

Check types of work completed:

( ) Typing. ( ) Teek Dictation. ( ) Cut Stencils. ( ) Operated mimeograph machine. ( ) Made master copies for duplicator. ( ) operated duplicating machine. ( ) Made charts. ( ) Printed by hand. ( ) Filed, or \_\_\_\_\_

## I. PERSONAL CHARACTERISTICS

( ) Very Good ( ) Above Average ( ) Average ( ) Fair

Yes	No	In my opinion, this student
( )	( )	1. Usually exhibits ladylike and healthful posture.
( )	( )	2. Keeps hair, skin, and nails in good condition.
( )	( )	3. Is shy and retiring.
( )	( )	4. Moves easily and gracefully.
( )	( )	5. Has a confident, easy manner.
( )	( )	6. Has a pleasant, well modulated voice.
( )	( )	7. Is cheerful and pleasant.
( )	( )	8. Has annoying mannerisms, such as figeting, twisting a pencil, tapping desk, chattering, etc.
( )	( )	9. Adjusts to people with whom she or he is working.
( )	( )	10. Is always prompt.
( )	( )	11. Is hurt by criticism or suggestion.
( )	( )	12. Is somewhat expressionless, colorless.
( )	( )	13. Is dignified and refined.
( )	( )	14. Is enthusiastic and conscientious about her or his work.
( )	( )	15. Is alert and forceful.
( )	( )	16. Knows and practices good etiquette.
( )	( )	17. Commonly uses expressions such as: Huh, Well, Yea, Hey, Listen, etc.
( )	( )	18. Is cooperative.
( )	( )	19. Is dependable.

For improvement of personality traits, I would suggest the following:

\_\_\_\_\_  
\_\_\_\_\_



# WORK HABITS

( ) Very good ( ) Above Average ( ) Average ( ) Fair

Yes	No	In my opinion, this student
( )	( )	1. Shows interest and activity after brief instruction.
( )	( )	2. Is critical of own work and hands in nearly perfect copies.
( )	( )	3. Wastes materials.
( )	( )	4. Finishes work promptly.
( )	( )	5. Frequently volunteers to do more work.
( )	( )	6. Gives helpful suggestions for completing work.
( )	( )	7. Completes sufficient work in time allotted.
( )	( )	8. Follows directions and finishes work as required.
( )	( )	9. Articulates and enunciates distinctly.
( )	( )	10. Corrects in neat manner all typographical errors made.
( )	( )	11. Has an adequate command of English grammar.
( )	( )	12. Is careful about spelling.
( )	( )	13. Makes few errors in punctuation.
( )	( )	14. Has organized methods of working.
( )	( )	15. Asks for help at appropriate times.
( )	( )	16. Understands and follows out suggestions quickly.
( )	( )	17. Has improved while under my supervision.
( )	( )	18. Did not try to avoid additional tasks.
( )	( )	19. Uses initiative in arrangement and ability to locate materials.

III. FOR IMPROVEMENT I WOULD SUGGEST THAT THIS STUDENT PAY MORE ATTENTION TO:

( )	Poise	( )	Typing techniques
( )	Voice	( )	Duplicating techniques
( )	Appearance	( )	Grammar
( )	Courtesy	( )	Spelling
( )	Interest in work	( )	Punctuation

Other ways in which this student could improve the specific errors are listed below:

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