

APPENDIX

Appendix	Page
A. A booklet, "You Can Do It," describing the activities of Denver's Emily Griffith Opportunity School - - - -	230
B. A list of the 14 large, well-established Denver business firms aiding in this study - - - - -	231
C. Table 81:--Summary of job information on beginning clerk-typists required in the fall of 1944 by fifteen large employers of clerical workers in Denver - -	232
D. Correspondence with four leading business schools of the nation:	
Katharine Gibbs Schools of Boston, New York, Chicago, and Providence - - - - -	237
Metropolitan School of Business, Los Angeles, California - - -	239
School of Commerce, University of Denver, Denver, Colorado - - - -	240
Woodbury College, Los Angeles, California - - - - -	241

Appendix

Page

- E. Table 82.--Summary of current letter-writing mechanics and techniques as followed by large Denver business firms and suggested by research studies - - - - - 242

- F. Specimen sets of tests used in the experiment:

Commercial Education Survey
Typewriting (Junior and Senior)
Tests, including correspondence
with the author - - - - - 249

Cooperative English Test A:
Mechanics of Expression, Form T 256

MacQuarrie Test for Mechanical
Ability - - - - - 261

National Clerical Stenographic
Ability Test of 1941, including
correspondence with the National
Council of Business Education and
the adaptation made of the test 263

Otis Quick-Scoring Mental Ability
Tests, Gamma Test - - - - - 281

- G. Unit of instruction prepared for this study:

The unit: Mechanics of Business
Letters Typed to the General
Public - - - - - 284

Instructor's Teaching Guides - - 285

Wall Charts - - - - - 297

Appendix

Page

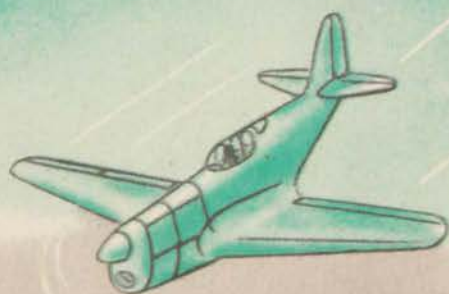
G. Unit of instruction prepared for this
study - continued:Student's individual progress
record - - - - -299Student Work Plans and test
jobs - - - - -301

Certificate of Achievement - - -337

H. Bibliography - - - - -339

"YOU CAN DO IT"

Denver's



FAMILY

GRIFFITH OPPORTUNITY SCHOOL
FOR ALL WHO WISH TO LEARN
DENVER PUBLIC SCHOOLS

"You Can Do It" is no idle slogan,

It stems from faith in man.

If you really want to learn,

"Opportunity" believes you can.



EMILY GRIFFITH OPPORTUNITY SCHOOL
In the Heart of Denver



OPPORTUNITY

Day and night

AT ALL HOURS . . . FROM EARLY MORN TO LATE EVENING, CLASSES ARE IN SESSION AT THE EMILY GRIFFITH OPPORTUNITY SCHOOL. LOCATED AT 13th AND WELTON STREETS, THE SCHOOL IS JUST THREE BLOCKS FROM THIS QUIET SCENE, WHICH WILL HUM WITH THE ACTIVITY OF THE CENTRAL BUSINESS DISTRICT WHEN DAY COMES AGAIN.

The school operates continuously throughout the entire twelve months of the year

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OPPORTUNITY SCHOOL *is for You...*

To give you the help you need, when you need it, is what the Emily Griffith Opportunity School attempts to do. If you are a worker, you are welcomed without charge to Opportunity's classes. If you are an employer looking for trained help, Opportunity will set up the kind of courses you want given. If you are a housewife or a citizen or anyone else, Opportunity will study your needs and help you.

Opportunity School has no fixed curriculum, and no entrance requirements, has no interscholastic athletics and no academic atmosphere. If you wish one course, you are not required to take other courses to balance the program.

Opportunity School is what its name signifies—an opportunity for every man or woman who wants an opportunity made for him.

In a fast changing world with shifting social requirements and changing vocations, the Emily Griffith Opportunity School stands ready to help you do your work better or get new work. Opportunity School also offers you courses that will enrich your leisure hours.

Opportunity School is for you.

Charles E. Greene
Superintendent of Schools

AN IDEA TAKES ROOT

and a school with a soul is born

When an organization is alert and progressive, it is constantly making adaptations to the changing conditions which surround it. As one reads the story of Emily Griffith Opportunity School it will be apparent that the purpose of the School—to serve the individual student, and through him, the community—has not changed. Rather the methods, techniques, and organization of the work of the staff and departments been adapted to changing conditions.

The Emily Griffith Opportunity School is a unique institution, playing an ever-increasing and important part in the educational life of the community. It was founded twenty-eight years ago as a part of the public school system of Denver.

DURING 1913 and 1914, Miss Emily Griffith was an eighth grade teacher at the old Twenty-fourth Street School. She was "more interested in the life problems of the individuals surrounding her than in merely imparting a knowledge of school subjects."

As she came in contact with boys and girls, Miss Griffith saw that their problems were largely the result of their parents' problems. She visited their homes and found fathers and older brothers unequipped for their jobs, mothers unable to manage their households, and older sisters trying to make a living wage. She found these men and women discouraged, a prey to worry, and unable to shoulder their parental and civic responsibilities. Miss Griffith was interested in people. She sought to connect each one that there was something worthwhile that he could do. She did not seek to establish a school for foreigners, a continuation school, or a vocational school. She had a vision of a new type of school for "grown-ups," whose purpose would be "to give folks who need more training just as much or as little as they want, and at the moment they want it."

She discussed her idea with school authorities, business men, civic leaders, representatives of labor, women's clubs, service clubs, and the parents of the young people in whom she was especially interested. The Board of Education gave its approval and assigned her a building and a staff.

Miss Griffith opened the doors of Opportunity School on September 9, 1916. The school was begun in a very simple way,

COURSES

Course offerings of the school are listed alphabetically under departmental headings: Agriculture, Apprenticeship, Arts and Crafts, Business Education, Distributive Education, General Self-Improvement, High School, Home-making, Trade and Industry, and War Production Training. Current offerings include approximately 150 courses. New courses not listed may be offered as requests are received; and others may be discontinued as need or interest wanes. Specific schedules will be furnished upon request.

AGRICULTURE

Home Gardening. Instruction is given in preparation of the soil and seed bed, estimating family vegetable needs, charting the garden, selecting seed, starting plants indoors, planting and transplanting, and use of fertilizers; in cultivation, irrigation, thinning, pruning, and garden maintenance problems; and in identification and control of insects and vegetable diseases. In addition, methods of storing excess produce are illustrated and discussed.

APPRENTICESHIP

Apprenticeship classes are organized for the purpose of correlating related instruction with on-the-job training. The apprenticeship training program is developed and maintained with the cooperation of advisory committees appointed by the State Board for Vocational Education.

Auto Mechanic. The instruction covers principles of operation and design, electrical system, power plant, chassis, and fuel system of the modern motor vehicle. Shop math and manual interpretation are also included.

Baker. Instruction is given in the technology of baking. Units include sponge and dough mixing, cake decorating, bench work, bakery finishing, and bakery machinery.

Barber. The barbering course conforms to Colorado laws. It provides for an intensive six months of practical shop training and related instruction in school. After the six months training and upon satisfactorily passing the state examination, another two years of apprenticeship on the job is required.

APPRENTICESHIP (Cont.)

Boilermaker. The related instruction for boilermaker apprentices is provided in codes, shop mathematics, blueprint reading, layout, nomenclature, acetylene cutting, and safety.

Bricklayer. Related instruction includes history of the trade, materials, details of construction, setting drawing, plan reading, and art as it applies to the trade.

Carpenter. The carpentry apprentice is instructed in blueprint reading, framing, layout, form building, finishing, stairbuilding, and the use and care of tools.

Carpet, Linoleum, and Resilient Tile Worker. Instruction includes customer relations, trade math, plan reading, sketching, layout, care and use of tools and materials.

Electrician, Wireman. Instruction covers fundamental theory of electricity and magnetism, generators, transformers, motors, codes, and alternating and direct currents. Schematic drawings for various types of buildings are made in planning correct and economical installations.

Leatherworker. Apprentices receive instruction in types of stitching, materials, layout, cutting, shaping, stamping, design, safety, and care and use of tools.

Machinist. Instruction provides related information in mathematics, safety, sketching, use of the machinist's handbook, blueprint reading, and materials. Instruction on machines is given to supplement on-the-job training.

Millman. Related instruction covers sketching, blueprint reading, materials, layout, shop mathematics, safety, estimating, and maintenance.

Molder and Coremaker. Instruction for the apprentice covers information needed in the use and types of sands, types of molding, methods of ramming, parting, gating, setting cores, and pattern and blueprint reading.

Neon Tube Bender. The related instruction in physics, chemistry, electricity, and shop mathematics is provided in the school. Methods used in bending and shaping glass are learned on the job.

Operating Engineer. The related instruction embodies the principles of construction of the internal combustion engine, theory of operation and field maintenance of equipment, safety regulations, and plan reading.



Inspiration, as well as education, has been the reward of the thousands of individuals who have attended classes in this original Emily Griffith Opportunity School building.

offering at first only a few classes such as typing, bookkeeping, spelling, stenography, telegraphy, American history, and subjects for foreigners. The expected enrollment of approximately 200 proved to be 2,398.

A NEW TYPE OF SCHOOL APPROACH

That the Denver Opportunity School was truly a new type of school was apparent in the speech of Carlos M. Cole [former superintendent of the Denver Public Schools] before the Department of Superintendence of the National Education Association in 1920. Mr. Cole said: "Many traditions with regard to school organization were abandoned in the establishment of Opportunity School. The school operates continuously from 8:30 a.m. until 9:15 p.m. . . . a pupil may attend as many hours weekly as his regular vocation may allow. . . . Instructors in vocational subjects are chosen by the principal from shops and business houses. . . . These teachers are employed by the day. . . . The principal may organize classes, hire and discharge teachers. . . . The only restriction is that such activities must be reported to the administrative offices."

HIGH SCHOOL SUBJECTS OFFERED

Shortly after the organization of the school students began requesting courses at the high school level. The first record of a class graduation appears in 1923, when a group of seven received diplomas. Since that date 422 persons have been awarded high school diplomas.

INDUSTRY AND LABOR COOPERATE

"From its beginning the school has been a co-operative effort. Miss Griffith visited business houses, studied conditions, and asked employers what faults they found in their boys and girls. Department stores, traction companies, manufacturers, and a number of large firms became interested and offered to cooperate," says Marie LaDue in the *American Magazine* for March 1918. The cooperation of labor is shown in *Municipal Facts* for

January-February, 1926: "The unions have cooperated in every way with the work of the school and in the various trade subjects their assistance is invaluable."

TRAINING DURING WORLD WAR I

It was inevitable that war needs would have a great influence on the school, organized as it was only a few months before the entry of the United States into World War I. In January, 1917, a shop for automobile instruction was authorized; in September, 65 steel shops working on war orders requested training in mathematics and drafting. Instruction in gas engine work was started. Many women were trained as ambulance drivers.

The *Denver Post* of August 26, 1917, says: "With a war job of the greatest magnitude on its hands, Opportunity School will open Tuesday, September 4. Through the shabby halls of the big free school will flow this year an increasing stream of war-pressed people who feel they must learn new occupations, must increase their earning power, must train themselves in fine points of economy in the home."

"New classes, each directly training to meet some war need, will be featured. Thirty-five more women machinists wanted by a Denver manufacturing firm will be the first women to be trained this year in the lathe and drill operator classes. Farm tractor work, mechanical drawing, War-French for enlisted men and Red Cross nurses, and wireless telegraphy will be added to the list of courses."

REHABILITATION OF WORLD WAR I VETERANS

But wars do end and rehabilitation must begin. Plans for vocational rehabilitation of Veterans of World War I were outlined in the *Rocky Mountain News* of May 8, 1919: "The school [Opportunity] has been designated as 'receiving station' for the local vocational education district. It will receive men who need elementary preparation before undertaking vocational education. It will provide Americanization training for men of the army who are barely able to speak English."

"The second class to be received by the school will be those men who want vocational training but are undecided as to what branch they wish to follow. They will be given a chance to try out their choices at the school before definitely setting out to follow a particular trade."

"A third group does not belong in either class one or two, but wants some kind of training before being assigned to a permanent course. The courses to be given first will be in electricity, auto mechanics, elementary school subjects, oxy-acetylene welding and commercial subjects."

THE SCHOOL EXPANDS

In 1920, Mary Fenton Miller became assistant principal of Opportunity School. That same year one of the big problems became rooms and seats for the increased enrollment, which was three times the number enrolled during the first year. In 1923, the school carried an explanatory article concerning the school and listed the twenty-nine subjects offered.

APPRENTICESHIP (Cont.)

Painter and Decorator. Apprentices are taught to prepare the surface, match colors, mix and apply correctly oil and water paints, varnishes, and enamels, and to apply principles of design and color-harmony. Stenciling, graining, and wallpapering are included.

Plumber. Instruction includes blueprint reading, pipe layout, mathematics, trade physics, trade chemistry, codes, fixtures, fabricating, wiping lead joints, and pipe bending.

Pressman, Printing. The instruction includes the mechanics of make-ready, job press feeding, adjustment and operation of automatic presses. Consideration is given to offset as well as letterpress printing.

Printer. The I.T.U. Lessons in Printing are used as the basis for instruction. Units include the history of printing, elementary composition, design for printers, and English as it applies to the trade. Third-year apprentices who are making satisfactory progress in "Lessons in Printing" may enroll for linotype training.

Roofer. The related instruction in roofing includes units on: flat roofing, waterproofing, composition shingles, rigid asbestos shingles, roll and rigid siding, and tile or slate roofing.

Sheet Metal Worker. The sheet metal apprentice is given technical instruction in layout, mathematics, nomenclature, selection of materials, blueprint reading, and pattern drafting.

Steamfitter. Related information is provided in plan reading, principles of refrigeration, ventilation, air conditioning, heating plants, shop mathematics, applied physics, codes, and safety.

ARTS AND CRAFTS

Cartooning. The instructor assists each student to develop an individual style in picturing humorous ideas. The study of facial expressions and figures in action is included. Crayon, brush, and pen techniques are taught.

Ceramics. Many beautiful and useful objects are produced from clay as a result of instruction in this art. Students are taught to use the potter's wheel, to model with tools, and to apply glaze techniques. Objects are fired in the school kiln.

Commercial Art. Black and white line drawing, lettering, advertising layout, composition, design and color theory are taught. Use of various shading media is included. All drawings are criticized constructively to develop skill in drawing for reproduction.

ARTS AND CRAFTS (Cont.)

Drawing and Painting. Still life problems in arrangement and lighting provide learning situations in which composition, light and shade, color harmony, form and decorative effects may be combined to develop art appreciation and draftsmanship. The student is encouraged to draw upon imagination in making drawings requiring application of linear and aerial perspective. Various media are used.

Figure and Portrait Sketching and Painting. Charcoal, pastels, water color, and oils are used in producing pictures from character and costume models. Artistic anatomy is studied from the model, skeleton, casts, and reference books with emphasis on the bony and muscular structure.

Handicraft. The opportunity to design and make things is provided. Leatherwork, stenciling, block printing, weaving, and basket making are a few of the numerous skills taught. Handbags, billfolds, curtains, and luncheon sets are among the many things that students make.

Showcard Writing. The student acquires skill in handling lettering pens and brushes by practicing Gothic, Roman, cursive, and text alphabets, and by thorough practice in making advertising showcards. Emphasis is placed on developing skill in the effective use of color.

Theatrical Display. Emphasis in this course is placed upon the development of speed in brush lettering and in enlarging and copying pictures in color. Instruction includes basic color theory and lettering design.

Woodworking. While the basic principles of woodworking are taught in this class, the primary purpose is to offer an outlet for creative talent. Students design and produce a wide variety of wooden articles. Many learn to repair and refinish treasured pieces of furniture.

BUSINESS EDUCATION

Arithmetic. The phases of mathematics used in business are reviewed. Included are decimals, fractions, percentage, discounts, profit, loss and depreciation, business commissions, interest, and installment buying.



Yes, things went wrong with the horseless carriage of thirty years ago just as they do today.



"Accustomed as I am to public speaking" describes these students who at the annual banquet has become a school tradition, drawing hundreds of guests for nineteen consecutive years.

In 1926-27, the first unit of the proposed new building for the school was built at 12th and Welton streets. A science department with a well-equipped laboratory was included, and high school classes were given separate rooms. No longer was it necessary to struggle to be heard above the other class in the same room. The commercial department now had enough space to house the typewriters and business machines which were necessary in business training. The teaching staff increased rapidly. There were over one hundred teachers in 1926-27 and over 9500 pupils were enrolled. The School Press was moved to the second floor of the Annex. A fine modern bakery training program was instituted and two ground floor rooms were equipped for it.

In 1929-30, in cooperation with the State Board for Vocational Education, classes were organized at the Union Pacific and Burlington railroad shops and at the Gates Rubber Company with over 110 persons enrolled. In 1931-32, this enrollment jumped to over 400.

EDUCATIONAL LEADERS EVALUATE THE SCHOOL

In a study for the American Association for Adult Education, written in 1932 by F. H. Swift and John W. Studebaker, the school is explained as, "Representing an effort to make a vital and practical contribution to the solution of the problem of unemployment, as well as many other social problems by (1) up-grading those who are regularly employed; (2) sustaining the morale of those temporarily unemployed; (3) contributing to the occupational, economic, social, intellectual, and moral rehabilitation of the unemployed."

This same viewpoint had been expressed earlier by L. R. Alderman in *School Life*, April, 1928: "Most students in the Opportunity School are employed or are seeking employment. This fact, perhaps, makes definite selection of immediate objectives easier than it otherwise would be. The writer was soon impressed with the fact that this school is in a very real way an enlightened employment bureau."

"The school is, of course, more than an employment bureau; the fitting of individuals for successful employment is one of its most prominent aims."

SCHOOL NAMED FOR FOUNDER

As early as March, 1918, Marie LaDue had written in the *American Magazine*, "There is just one weakness about Opportunity School. It is Emily Griffith — because Emily Griffith is the Opportunity School. It couldn't do without her. It is only through her that the institution is possible as it exists today." Marie LaDue forgot that Emily Griffith could inspire the teachers who worked with her as well as the pupils with whom she came in contact.

When in January, 1934, Emily Griffith decided she must retire, she left behind her a group trained to "carry on." Mary Preston Miller, who had been associated with Miss Griffith from the inception of the school, became acting principal until the appointment of Paul Essert as principal. That same year the name of the school was changed. A. L. Threlkeld, superintendent, in his report to the Board of Education, recommended that the name of the school be changed to the "Emily Griffith Opportunity School" in honor of its founder. The Board enthusiastically adopted the recommendation March 14, 1934, and the action was widely acclaimed by Miss Griffith's many friends.

Miss Griffith lives in retirement at Pinecliffe, Colorado, but her basic philosophy is still the master plan of the school.

SCHOOL WITHSTANDS DEPRESSION

Many problems resulted from the depression period that came upon the nation following the crash of 1929, but the school weathered the storm and growth again began in 1937. Relief problems forced a new angle in the training of younger boys and girls, especially those of minority racial groups. "Chris," as he was affectionately known, may have been employed to teach crafts to teen-agers, but his real job became to keep them from becoming bitter toward the life that denied them proper food and shelter.

BUSINESS EDUCATION (Cont.)

Bookkeeping-Accounting, Beginning. This course provides training in basic bookkeeping and accounting principles, including general journal, purchase and sales journals, cash journal, general ledger, accounts receivable and accounts payable, ten-column work sheets, adjusting and closing entries, and Social Security entries. A single proprietor set and a simple partnership set are included.

Bookkeeping-Accounting, Advanced. Students should have completed the beginning course or its equivalent. The subject matter elaborates upon the work done in the beginning course and adds columnar journals, analysis of errors, depreciation and depletion, uncollectible accounts and notes, and voucher system. Both a partnership and a corporation set are completed.

Bookkeeping, Secretarial. No previous knowledge of bookkeeping is required. It is designed primarily for the secretary and general office worker. Instruction is given in handling and recording money, bank reconciliation statements, sales and purchases, payroll, notes, charge accounts, property records, and an introduction to double entry bookkeeping.

Calculating Machines, Beginning. This course gives the beginning student a general introduction to the following calculators, both manual and electric: Burroughs, Comptometer, Monroe, Marchant, Friden, and Sundstrand.

Calculating Machines, Advanced. The beginning course in calculating machines or its equivalent is required of students in the advanced course. Students specialize on one or more of the calculators mentioned above. Instruction on the bank-posting machine and bookkeeping machine is added.

Civil Service. Concentrated practice is given those preparing for Civil Service examinations in office classifications, such as typist, stenographer, file clerk, calculating, duplicating, or transcribing machine operator. Preparation is for both upgrading and initial entry.

Commercial Law. The general principles of law needed in every-day business are taught. Phases include: contracts, negotiable instruments, sales of personal property, bailments, agency, partnerships, corporations, insurance, guaranty and suretyship, and real property.

Correspondence. Students are taught to compose business reports, telegrams, cables, and letters of inquiry, collection, adjustment, sales, application, recommendation, and good will. They also learn to expand notes into acceptable business form and to outline for business purposes.

BUSINESS EDUCATION (Cont.)

English Fundamentals. This course provides a review of grammar, correct sentence structure, punctuation, capitalization, abbreviations, word division, and vocabulary building to help the student overcome faulty habits and to write correctly and effectively.

Filing. Instruction is given in the five basic systems of filing: alphabetic, soundex, numeric, geographic, and subject. Practice in the correct handling of actual files is included in each system.

Income Tax. This short unit is held early each year to help Denver taxpayers decide which form or forms to use in filing Federal Income tax returns and to teach them how to make out their returns either as individuals or as small businessmen.

Mimeographing. Practice is provided in setting up copy in acceptable form, cutting stencils, using the stylus, and in caring for and operating mimeograph equipment. The ability to type evenly and accurately is a prerequisite.

Multigraphing. Practice is given in setting up various types of business forms: letters, circulars, and cards; in distributing type; in operating the multigraph machine and in taking care of multigraph equipment.

Office Procedure. Recognized business procedures are practiced. Phases covered include: special secretarial typewriting techniques, business communications, transportation, business forms and records, reference books, mailing duties, and practical suggestions to help the prospective office worker.

Penmanship. The practical application of good penmanship is taught with special emphasis on fine lines and legible freehand writing.

Personal Pointers. The psychological principles involved in getting a job, holding a job, and advancing on the job are outlined. Methods of getting along with others successfully are included.

Shorthand, Gregg Fundamentals. This basic course affords extensive practice in writing and reading Gregg shorthand characters and brief forms with special emphasis on accuracy.

Shorthand, Easy Dictation. A brief review of Gregg fundamentals is included along with extensive practice to develop dictation speed to 80 words a minute.

In cooperation with the Colorado State Employment Service, the Denver Public Schools set up the Occupational Adjustment Center at the Emily Griffith Opportunity School. It had its inception in an increasing awareness of the need for a systematic and organized guidance program to augment the training and placement services which had operated successfully for so long.

PRINCIPALSHIP CHANGES HANDS

Change is inevitable, and when Paul L. Essert accepted a position elsewhere, Graham R. Miller became principal of the school. Mary Fenton Miller was stricken with an illness from which she never recovered, and Helen D. Redford replaced her as an assistant principal. At the same time Robert H. Pollard was appointed assistant principal in charge of the evening school.

WAR AGAIN

As war clouds rolled over Europe and this country assumed the responsibility for production of war materials for the Allies and the protection of ourselves against invasion, it became apparent that many workers would have to be trained to do the work involved in this production. To meet this need in Denver, the Board of Education, on the advice of local industry, started training in the metal trades in June, 1940. In July of this same year, the Congress of the United States appropriated funds to be used in carrying on training throughout the country, and the Vocational Education for National Defense program had its inception.

To provide the additional space necessary for shops, a building was erected on Glenarm street adjoining the auto shop. Equipment valued at a quarter of a million dollars was furnished by the Federal government and installed. From that time and until the time of this writing, the school has cooperated with the State Board for Vocational Education, the United States Employment Service, the War Manpower Commission, United States Army and Navy, and various other governmental units in providing the training necessary to bring about a smooth trans-

The Opportunity School Annex, built in 1936, filled the expanded needs at that time. Its facilities are now completely utilized both day and evening.



Shorthand, Fast Dictation. This course is designed to develop shorthand speed on new material to 125 words per minute and to give the student intensive practice in taking sustained dictation. Any system of shorthand is permissible.

Shorthand, Dictation and Transcription. Work consists of taking dictation by any system of shorthand and transcribing it on the typewriter. The time is about evenly divided between familiar and new material. The goal is to build dictation speed to 110 words per minute and transcription speed to 50 words a minute.

Shorthand, Refresher-Review. The student who needs special practice is given help at whatever degree of shorthand proficiency he has already attained.

Shorthand, Speed Writing. This system of shorthand, based on the English alphabet, may be taken either by hand or on the typewriter. It is designed primarily for those who need a less extensive knowledge and use of shorthand. A dictation speed of 90 words a minute on familiar material is the goal.

Transcribing Machines. Practice is provided in transcribing Dictaphone and Ediphone records of business letters, reports, and forms. The student should preferably type about 40 words a minute before enrolling.

Typewriting, Beginning. The student is taught the keyboard by the touch system; also the use of other parts of the typewriter. Analysis of errors and corrective drills are introduced as well as basic letter writing techniques. Accurate typing at the rate of 30 words a minute is the goal.

Typewriting, Intermediate. The building of speed and accuracy is stressed. The typing of circular letters, legal documents, invoices, and statements is learned. The student also learns to cut stencils. A speed of 45 words a minute is the goal.

Typewriting, Advanced. Legal forms involved in the purchase of a business are included along with promissory notes, inventory problems, postal cards, collection letters, and statements. Speed is developed to 60 words a minute.

Typewriting, Mechanics of Business Letters. A specially prepared unit of instruction is used to teach students correct letter styles and to give them practice in typing mailable business letters. Correct punctuation, capitalization, and word division are stressed along with set-up and appearance.

from an economy of peace to an all-out economy of war. In these tasks the schools had the cooperation of local management and labor. Over 22,000 individuals have been trained for war jobs in various phases of aircraft, metal trades, railroad and technical occupations.

The whole school and all its offerings took on a wartime complexion and new features were added. Air raid wardens and job instructors were trained; the homemaking department turned its attention to food conservation; victory gardening was promoted; high school students were enrolled in pre-induction courses; hundreds were trained for jobs in business and the stores to take the place of others drawn into war industries. As this is written we are still engaged in the greatest struggle the world has ever known, and the services of the Emily Griffith Opportunity School are still being directed toward Victory. The Evening Vocational High School has become a part of the Opportunity School. Community homemaking centers have been organized throughout the city. All adult education offered by the Denver Public Schools is now under the supervision of the Emily Griffith Opportunity School.

All through the years there has been a steady increase in the number and variety of courses offered. Some have been short units, others full-time courses, but in all cases the determination to start a class has been based upon needs and interests of individuals and the community.

THE SCHOOL GROWS

How well the school has met the aims of its founders is revealed by its growth in both student and teacher personnel. In 1916-17 there were 34 teachers on the roll; in 1943, at the peak of war production training, nearly 400 teachers were employed in the total program of the Emily Griffith Opportunity School; in the 1944-45 year, it is estimated that 265 teachers will be employed. The student body grew from 2,398 in 1916-17 to 39,512 in 1942-1943. This latter figure included courses which varied in length from a few hours or days to those requiring

Added in 1940, this building houses the aircraft, machine tool, and machine shops. The building on the left marks the location of the foundry.



BUSINESS EDUCATION (Cont.)

Typewriting, Speed Development. Accurate typing speed is further developed. Students should have completed Intermediate Typewriting or its equivalent before enrolling in the class.

Typewriting, Refresher-Review. Class time is devoted to brush-up work, remedial work, or the mastery of some particular phase of typewriting. Help is given each student regardless of his level of typing ability.

Typewriting, Railroad Telegraphy. Students preparing for jobs as railroad telegraphers are given special training in typing railroad forms, consists, and messages, and in building accurate typing speed to 35 words per minute.

DISTRIBUTIVE EDUCATION

Advertising. A general course in the principles and procedures of advertising including a study of layout, illustration, copywriting, and medias. Particular attention is paid to retail store advertising.

Bus Boy Training. A practical course in the school restaurant is provided for men and boys preparing for employment in food service occupations.

Cashiering. Women are taught to operate the cash register, make change, balance bank money, and keep records in an actual job situation in the school restaurant. Related information covers sales tax reports, O.P.A. regulations, identification of counterfeit money, and payroll records.

Christmas Retail Training. This short course prepares workers for employment in retail stores during the holiday season. Fundamentals of retail selling, store systems, cashiering, wrapping, and inspection are included. Classes are set up in the high schools for junior and senior students.

Cooperative Retail Training. Set up in cooperation with the high schools, this program allows qualified students to train part time in school and part time on a paid job. Related subjects are offered in the school and practical experience is acquired on the job.

Credits and Collections. This practical course in credit management gives instruction in interviewing applicants, granting credit, controlling accounts, and making collections.



The tremendous interest in the art of designing and producing ceramics, together with the fine Colorado clay available, should make this hobby one of the state's outstanding industries.



"Pretty as a picture" aptly describes the work of the art classes which provide opportunities for recreational drawing and painting and the development of commercial art skills.



An avocation may require as much skill as a vocation and be as fascinating. Pictured here are only six of the many hands-on skills which may be learned in these classes.

months or a full year's time. Both war production training and regular courses are included. A normal enrollment of over 15,000 is anticipated in the post-war years.

MR. JOHNSON APPOINTED PRINCIPAL

More changes have been made in the administrative staff of the school: Howard L. Johnson has become principal, Louis A. McElroy is assistant principal in charge of the evening school, Helen D. Redford remains as assistant principal in charge of the day school, Wilfred J. Loeffler is assistant principal in charge of Evening High School, and Fred J. Schiemann is Supervisor of War Production Training.

Emily Griffith Opportunity School owes a debt of gratitude to the School Administration, especially to Superintendent Charles E. Greene; to Mary Fenton Miller and to the Opportunity School teachers for carrying the school through the critical period at the time of Miss Griffith's retirement.

Miss Griffith's idea—to fit the training to the need of the individual at the time when he feels the need for it—still dominates the activities of the administration and teachers at the school. Adaptations have been made to fit changing conditions, and the spirit of "You Can Do It" still permeates every classroom.

STUDENTS • SCHOOL • SERVICES

Today

Enrollment during the past two years has averaged over 31,000—better than one in every ten adults living in Denver.

FROM ALL WALKS OF LIFE

The ladies lunching together in their perky hats are celebrating their millinery triumphs. They have learned to steam and block, to tack and trim the hats they so proudly wear. Their courteous students, too, preparing to take their place in food service work. The feet just showing from under the long, low belonging to an 18-year-old, learning pneumatic riveting and preparing to be an airplane mechanic. The two young fellows stepping out code are veterans back from the wars—they will be railroad telegraphers before long.

The girl transcribing her shorthand notes plans to take a Civil Service examination while the young woman beside her takes a quick review, finding it necessary to return to the business world. The prosperous-looking older man, head of his own insurance business, is taking advantage of a short-unit class given by an expert in the field on newly-changed rates affecting a specialized branch of insurance. Intent and serious is a class

DISTRIBUTIVE EDUCATION (Cont.)

Dental and Medical Office Assistants. Women are prepared in this course for employment as receptionists, record keepers, and assistants. Instruction is on a practical basis and includes preliminary technical training.

Hostess Training. To qualify students for work in hotel dining rooms, tea rooms, restaurants, and coffee shops, training is given in assigning side work and stations, taking reservations, seating guests, arranging tables, and supervising services. Practical experience is provided in the school restaurant.

Hotel Training. Hotel maintenance, operation, and housekeeping are taught in this course. Instruction is planned for those who want to go into the hotel business, as well as for those interested in hotel employment.

Human Relations Training. Human relations training is a short unit course for supervisors and executives in the retail field. Instruction is directed toward the part of the supervisors job that insures better employer-employee relations. Problems are analyzed and prescribed procedures are developed to aid the supervisor.

Insurance, Property and Casualty. Designed for experienced insurance personnel, this 100-hour N.A.I.A. course consists of these units: accident and health, agency management, automobile, boiler and machinery, burglary and glass, fidelity and surety bonds, fire, inland marine, and public liability.

Job Instructor Training. This short unit, "How to Teach an Employee," provides retail supervisors and executives with a practical plan for training workers.

Speech for Salespeople. Designed to improve the speech of salespeople, this course gives special attention to voice control, delivery, use of English, and vocabulary building.

Salesmanship, General. The fundamentals of salesmanship as they apply to the selling of all kinds of merchandise and services are taught. The course is open to men and women who wish to prepare for careers in selling.

Salesmanship, Retail. Instruction in personality development, retail salesmanship, and other requirements for success is provided for men and women in training for selling jobs in the retail stores.

Salesmanship, Real Estate. This special course trains men and women for real estate selling. It covers all aspects of selling, regulations, and documents related to real estate transfers.

DISTRIBUTIVE EDUCATION (Cont.)

Sanitation for Food Handlers. Men and women employed in food service occupations find this course an interesting and scientific approach to sanitary handling of foods. The student learns to protect himself and patrons from communicable diseases.

Small Store Operation. The course is intended to assist persons interested in small store operation. It includes study of locations, merchandise, and business details.

Waitress Training. Practical experience is provided in the school restaurant where the trainee learns to take, call, and serve orders from the menu. Various methods of serving planned parties are practiced. Related information includes menu terms, food standards, service rules, suggestive selling methods, and trade short cuts.

GENERAL SELF-IMPROVEMENT

Book Reviewing. Students are taught, through observation and practice, to give book reviews. Part of each class session is given over to some outside person who reviews a currently popular book.

Citizenship. A study is made of the United States government with emphasis on historical background. Classes composed of students working for their citizenship papers are held both in school and in community centers.

English for Foreigners. In this class, persons from other countries are taught to read, write, and speak English.

Lip Reading and Speech Correction. This course is designed for the hard of hearing. Drills are given in short and long vowels; consonants, singly and in combinations; and diphthongs. Practice in using sentences, telling stories, and relating current events is given to teach fundamentals to the new pupil.

Personality Adjustment. In this class, the applied psychology of personality is taught. Four phases—physical, mental, emotional, and spiritual—are discussed.

Pre-flight Physics. This is a class for young men who are interested in entering the armed services. It is a refresher course designed to assist those who wish to take the United States Army and Navy tests.



This student will be a credit and not a debit in an office when she becomes proficient in the use of the bookkeeping machine or in any of the seven kinds of calculating machines taught.

of foreign-born men and women, perfecting their knowledge of the English language and mastering the provisions of the Constitution. The Gray Lady of the Red Cross is learning many kinds of crafts to teach soldiers recuperating in a near-by hospital; next to her is a Girl Scout leader, learning special crafts to teach her group.

In one section of the auto shop student mechanics are working on Army trucks and jeeps. A woman in the machine shop is turning out intricate machine parts. In the chemistry laboratory, the owner of a brass foundry adds to the knowledge of his business by studying metallurgy. At the next bench a mother with grown children performs simple experiments, working toward the high school diploma she has never had a chance to get. In the food conservation center a recent bride learns to can string beans, while next to her an elderly woman is canning cherries picked from the tree in her own yard.

These are but samples of the thousands of Denver adults from all walks of life, who attend Denver's Emily Griffith Opportunity School each year.



These advanced students are learning the real meaning of "Bring your book, please." Dictation may be taken by any system of shorthand so long as finished transcriptions meet business standards. In addition to shorthand and typewriting, their curriculum includes business English and correspondence; filing; bookkeeping; duplicating, transcribing, and calculating machine operation.

A FREE ADULT SCHOOL

This adult branch of the Denver Public Schools does not fit into any of the standard categories of educational institutions. It is a school for the education of individuals in subjects and skills for which they find a need in adjusting themselves to their social and occupational surroundings. Its functioning philosophy is that individuals can succeed in their occupations and in their social relationships if given a chance to develop skill and knowledge in the areas in which they are interested.

All Denver residents, 16 years of age and over, are eligible to enroll without payment of tuition. Students are encouraged to enroll at any time during the year to prepare for a job; to improve themselves in a vocation already chosen; to become better homemakers; to develop talents and aptitudes in the field of self-improvement; to prepare for naturalization and citizenship; or to explore the possibilities in any of these fields.

This school for "all who wish to learn" has no rules except those which are necessary for safety in the shops. Students may attend both day and evening school; they may attend whatever hours they can and whenever they can.

Who had the most fun—the folks who made the wheelbarrows or the children who received them? All kinds of wooden objects are made, repaired, or refinished by students in the recreational woodworking shop.



GENERAL SELF-IMPROVEMENT (Cont.)

Public Speaking. Anyone who wishes to learn to speak before a group may enroll in this class. Each individual is helped to prepare and deliver talks. The common interest which prevails leads to constructive criticism on even the most controversial subjects.

Radio Broadcasting. Training in the art of broadcasting, correct pronunciation, distinct articulation, and methods of improving the quality of the voice is included in the course. Manuscripts secured from local broadcasting stations are used to develop poise and skill in speaking before the microphone.

Russian Language. Instruction in the Russian language is offered at three levels—beginning, intermediate, and advanced. A text book is used in teaching grammar and reading at the first two levels. The advanced class provides a conversational situation. Instructors are natives of Russia.

Spanish. Grammar is interpreted and applied to real situations in teaching Spanish at beginning, intermediate, and advanced levels. This practical approach makes it possible for one to acquire a conversational vocabulary.

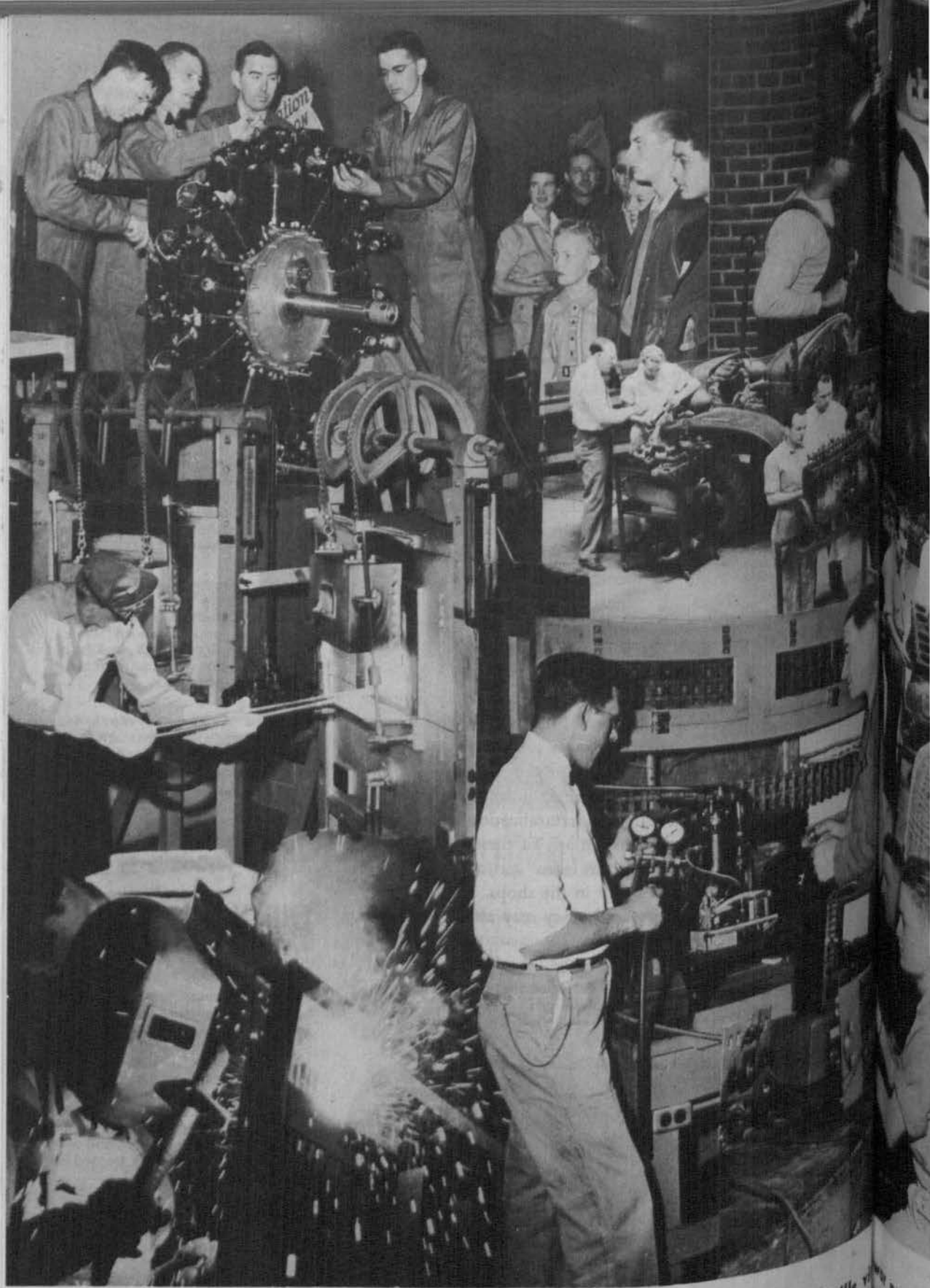
Ungraded Academic Work for Adults. Individual instruction is given to each student. He begins at his own educational level and progresses as rapidly or as slowly as he wishes. Subjects taught include reading, spelling, English, geography, social science, arithmetic.

THE HIGH SCHOOL

High School credit may be given for such courses in other departments as are comparable to courses offered by accredited high schools.

Algebra, Beginning. The four fundamental operations, linear equations, factoring, fractions, exponents and radicals, quadratic equations, ratio and proportion, and numerical trigonometry are treated in this course.

Algebra, Advanced. This is a review of beginning algebra to which is added extended work in exponents, radicals, equations (including linear, simultaneous, fractional, irrational, and quadratic), binomial theorem, progression, statistics, logarithms, introduction to trigonometry, ratio, proportion and variation.



During the past four years over 22,000 persons have been trained in skills which have increased, the tempo of the school's training program kept pace, operating at a high level of production on a scale...



skills in the shops shown above. As the needs and demands of war
 on a schedule which called for seven days a week, twenty-four hours a day.

American Problems. Emphasis is placed upon extensive reading on both sides of timely questions and free discussion. Current magazines, appropriate radio programs, and daily newspapers are used as reference material for social, economic, and political problems which are included in this course.

Biology. This laboratory science includes the study of plant and animal life from the simple to complex, giving the general concepts of their interdependence and similarity of function.

Chemistry. High school chemistry includes work in valence and equations, ionization, atomic theory, and other basic structure of chemistry, as well as a short survey of organic chemistry and qualitative analysis. See "Industrial Chemistry" for more advanced courses.

Civics. This is a beginning social science study of the modern community. Government of city, state, and nation; health problems; occupations; and current events are considered.

Drama. In this course the student is given guidance in character study. From books and life experiences he is taught to seek the motives which underly the actions of people and the techniques through which they may be revealed on the stage.

Economics. The student is given basic understanding of production, transportation, business organization and management, banking and monetary system, domestic and foreign trade, insurance, taxation, speculation, and labor.

English, Tenth Grade Composition. Grammar, punctuation, capitalization, word study, and the techniques of paragraph writing are included in this course.

English Composition, College Preparatory. The student is taught to gather information as a basis for writing, to organize the information, to draw a conclusion, and to use a rhetorical technique that will present that conclusion effectively in writing. A brief review of grammar and punctuation is also given to prepare the student for college-entrance tests in English.

French. This class offers vocabulary building, construction and conversation. French 1 and 2 are offered for students who wish to earn high school credit. Students not working toward graduation are also eligible.

Geometry, Plane. The purpose of plane geometry is to teach students to think logically and clearly and to appreciate and understand inductive and deductive reasoning. The course includes the study of axioms, postulates, definitions, and theorems.

OPPORTUNITY SCHOOL IS FOR YOU

COMMUNITY AND THE SCHOOL Opportunity School prides itself on being constantly alert to the educational needs and interests not only of its students, but also of industry and of the community. Even before the outbreak of war, the school was training workers for defense industries. This special work has been intensified to further the war effort. Contacts are constantly maintained with the community through the work of the principal, three assistant principals, a war training supervisor, and six coordinators in the fields of agriculture, apprenticeship, business education, distributive education, homemaking, and trades and industries. The school enjoys the confidence and cooperation of Denver organizations of all kinds. As a result, many opportunities present themselves through which the resources of the community are made available to the school.

About sixty advisory committees representing many industries and social groups, work with the school. In organizing an advisory committee leaders representing all groups concerned in a specific field are invited to participate in its formation. The school seeks a small committee which can present the viewpoints of all interested persons. The recommendations and help given by these committees in improving curriculum, setting standards, obtaining equipment, and recommending suitable instructors are of inestimable value.

OCCUPATIONAL ADJUSTMENT SERVICE Many persons come to the school with definite purposes; others wish the type of assistance which the Occupational Adjustment Service provides.

This department of the Denver Public Schools is devoted to vocational guidance and to the testing and placement of students of Emily Griffith Opportunity School and the five senior high schools. Its purpose is to help individuals discover vocational interests, aptitudes, and abilities; to evaluate educational training and work experience; to analyze personal characteristics and qualifications, and to match these qualifications with job requirements.

Any student may have the assistance of the counselors in outlining an educational program.

Often courses in different phases of the same subject are available and the counselors give invaluable assistance by helping the individual to select the one in which he can learn what he wants to learn in the shortest possible time.

Regardless of whether the student seeks guidance for training or for employment, the staff of the Occupational Adjustment Service takes a keen interest in each individual's problem.

ACCELERATED HIGH SCHOOL PLAN Every Denver adult can be a high school graduate! The Accelerated High School Plan, approved by the Board of Education, allows students 18 years of age or over to complete the work necessary for a high school diploma as fast as they are

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Not all contributions to the war effort are made by those who work in machine shops. Many are employed in making necessary clothing, parachutes, and tents on power sewing machines.



Self-expression through song is as old as humanity itself. The cultural training this young lady is receiving affords her recreation as well as instruction in vocal music.



Enthusiastic "Si, si!" is the answer these Conversational Spanish students give to the question, "Do you speak Spanish?" They intend to use their knowledge of the language in their travels.

HIGH SCHOOL (Cont.)

Geometry, Solid. Solid geometry is a continued study of Plane Geometry with problems in the third dimension added.

German. This course is open to all students interested in the language. Instruction includes vocabulary, construction, reading, and conversation.

Health. This is an elementary study of human physiology with more stress on function than structure, and with particular emphasis on the maintenance of good health.

History, American. American History includes the study of social, economic, and political changes in American life from the early colonial period to the present time.

History, World. Subjects, such as feudalism, medieval life, the Renaissance, development of the governments of Europe, origin of World War I, the Russian revolution, the Versailles Treaty, and some of the problems facing the world today, are included.

Latin. This course is a basic aid in the study of English vocabulary and sentence structure. A study of Latin is helpful in the study of modern language. It also serves to acquaint the pupil with the language, literature, and customs of a great people of ancient times.

Literature, American. A study is made of American life, social conditions, art, and political problems as revealed by the books that have been written from the Colonial period to the present time.

Literature, Contemporary. The writings of American and British authors from 1900 to the present time form the basis for this course. Many translations of foreign authors are used in developing an appreciation of present day literature.

Literature, English. This survey course lays the foundation for more intensive readings in English literature.

Literature, Tenth Grade. This is an introduction to the easier classics, including novels, dramas, and poetry. The course lays the foundation for advanced courses in literature.

Mathematics, Aviation. Study includes one chapter each of arithmetic, algebra, geometry, graphs, the compass, the triangle of velocities, logarithms and trigonometry, with emphasis only on essentials. Practical exercises and problems are included.

Mathematics, General. Practical phases of arithmetic, algebra, and geometry used in everyday life are emphasized. The course includes fundamental operations, fractions, decimals, percentage, formulae, graphing, budgeting, reading meters, interest and discount, banking, and insurance.

Mathematics, Shop. Mathematics is correlated with shop practice in this course by means of practice material, questions on shop practice, and descriptive material. The work covers a review of fractions, decimals, percentage, applied algebra and geometry, as well as the essentials required for the solution of right and oblique triangles.

Vocal Music. Individual voice culture is stressed in this class and opportunities are provided for both solo and choral work.

Psychology. The basic principles of psychology are studied. The course includes the study of habits, emotional reactions, the processes of memory and learning, instincts behavior, inheritance, and personality.

Physics. Technical instruction of college preparatory grade is given. The course includes units on heat, light, electricity, sound, and mechanics.

Trigonometry. This study includes the use of logarithms in the solution of right and oblique triangles and extended work in trigonometric analysis, consisting of such topics as functions of an angle, identities and trigonometric equations.

World Affairs. This is a study of current events of world-wide significance and their relation to the social, political, and economic life of today.

Writing, Creative. The course is intended for beginners in writing. While short-story writing is the basis for instruction, any type of writing may be discussed upon request.

Writing, News. The time in this course is spent in gathering news and preparing copy for the school paper, "Opportunity News." Instruction in journalistic techniques is given.

HOMEMAKING

Child Care. The class discusses habits, clothing, discipline, parent-child relationships, and problems in caring for children on a pay basis.

Consumer Problems. Extensive budget planning, comparative values, commodity purchases, and fundamentals of consumer credit are studied in detail by those who wish to learn better buymanship.

Costume Design. The study of costumes, design, figures, neck lines, accessories, and color harmony provides students with a sound basis for drawing and making foundation patterns and blocks. Many adaptations can be worked out from the basic designs.



Just like mother used to make! Business girls, as well as homemakers, find that the experience gained under the unit-kitchen plan applies directly in the home.

able to earn fifteen units of credit. A student must earn a minimum of three units of credit in this school in order to receive a diploma. Units of credit may be earned by class attendance and examination by proof of competence through participation and examination in any field, such as English, social studies, science, language, mathematics, industrial arts, fine arts, chemistry, home economics, and the like, in which the Emily Griffith Opportunity School or any Denver high school offers courses. No limit is placed on the number of credits a student may earn during the school year.

High school credit may be granted for work experience provided the experience is related to high school subjects. Persons applying for work experience credit are given oral and written examinations to determine the amount of credit which should be granted under this plan.

The high school department is approved by the North Central Association and credits earned in the school are accepted for college entrance.

THOUSANDS

Ask Each Year...

When may the student enroll? At any time. This policy has been successfully followed for almost thirty years.

What hours is the school open? The school is open from 8:00 a.m. to 5 p.m. during the day, Monday through Friday. In the evening the school is open from 7:00 p.m. to 9:15 p.m., Monday through Thursday. However, many courses are offered at other hours. The Occupational Adjustment Service and registration office is also open on Saturday morning from 8:00 to 12:00 o'clock.

How does one enroll in the School? It is easy. No special educational background is required for enrollment; no complicated questionnaires are necessary. The prospective student simply goes to the office and with the help of a counselor selects the class in which he wishes to enroll.

How do you determine whether an applicant is eligible to enroll? All residents of Denver over 16 years of age are eligible to enroll. The Board of Education also permits non-residents to enroll upon payment of tuition.

What are the tuition charges? Tuition rates charged for non-resident students enrolled in any course offered by the Emily Griffith Opportunity School are as follows:

	No. Weeks	Minimum Charge	Charge for each additional hour
Community School	19	\$30.00 (6 hrs. per week)	\$ 5.00
Junior High School	38	60.00 (6 hrs. per week)	10.00
Senior High School	12	9.00 (6 hrs. per week)	1.50
	23	30.00 (4 hrs. per week)	7.50



"Getting the hang of it" means more than correct skirt length to members of the sewing classes. Special skills to be learned include tailoring, making slip covers and draperies, pattern making, and remodeling of old clothes.

HOMEMAKING (Cont.)

Draperies and Slip Covers. Furniture choice, selection of materials and design, measuring, cutting, and fitting are taught. Slip covers are made for any piece of furniture and draperies to fit any room.

Dressmaking and Alterations. A workshop in the fundamentals of sewing is maintained, teaching students to select and alter patterns; to make plackets; buttonholes, seams, and hems; to fit each other; and to make dress forms.

Expectant Mothers. This course includes study of pre-natal care and general care and feeding of infants. Students are privileged to observe actual home situations involving infants and are taught the important factors of being a good parent.

Family Sewing. Garment construction, operation of a sewing machine, fitting, remodeling, care of fibers and fabrics are taught students, giving them a practical course in sewing for the family.

Foods. Courses in foods include recipe reading, menu making, food buying, food preparation, table service, and basic principles underlying all work in foods.

Food Conservation. During the canning season, centers conveniently located throughout the city are maintained to assist homemakers with canning problems. Newest methods of food preservation and canning are studied.

Homemaking, General. Homemaking centers are widely scattered throughout the city. Classes meet one full day each week under the guidance of a trained home economist. Individual instruction is given in child care, personality problems, foods, millinery, handicrafts, dressmaking, and interior decoration.

Interior Decoration. Instruction provides for a survey of architecture, design, color schemes, furniture arrangement, accessories, and period furniture. Adaptability of instruction to one's own home makes this course a practical yet interesting one.

Meals. Students are taught menu making, food preparation, table service, and the preparation of quick and economical meals. Special attention is given to the planning of weekly menus.

Millinery. Instruction is given in reconditioning old hats, remodeling felts and straws, basic construction of sailors, pill-boxes, and original hat shapes. Bags to match may be designed and made. Hints on handling and buying millinery are also included.

HOMEMAKING (Cont.)

Nutrition. Analysis of food requirements for the family, effects of rationing on meal planning, conservation of food values, and tips and suggestions for consumers show the students the relationship between food and health.

Pattern Making. This course provides instruction in designing a garment, drafting the pattern, and making the garment. All work is individual. Students should have previous experience or study in costume design.

Personality Development. Following conference procedure, students study the physical, emotional, spiritual, and mental aspects of personality. Individual conferences are arranged so the student may have the personal help of the counselor.

Tailoring. The techniques of tailoring are taught, beginning with selection of the pattern and cloth and following through with cutting, pinning of linings, fitting, padding, and finishing details. Under expert instruction, students learn to give garments that "well-tailored" appearance.

TRADE AND INDUSTRY

Architectural Drafting. The student learns to design small homes and estimate costs. He starts with the footings and proceeds through the framing of walls and roof; details doors, windows and cabinets; and designs fireplaces and special features.

Auto Mechanics. Instruction in auto mechanics includes the theory and practical application of knowledge in the maintenance and repair of cars and trucks, including brake service, lubrication, wheel alignment, hydraulic system service, engine and transmission overhaul, tune-up, and automotive electrical service.

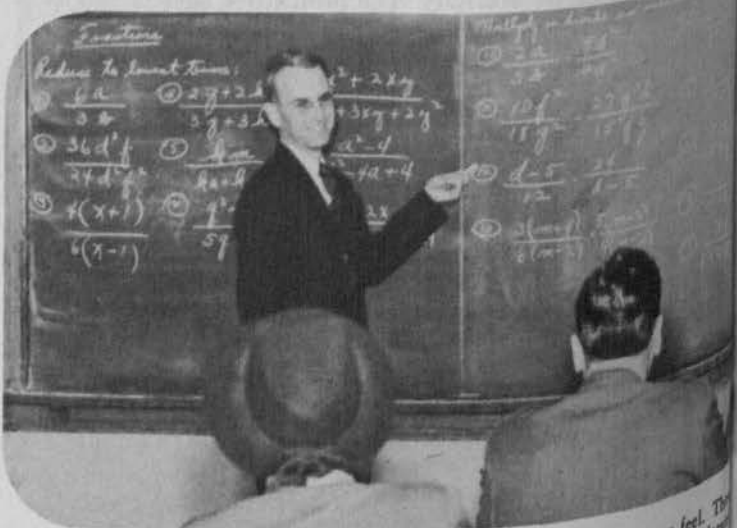
Baking. Students receive instruction in the technology of baking. An unusual opportunity is afforded, as everything that is baked is consumed in the school restaurant. Under this practical shop situation, diversified formulas may be selected, quantities determined, and customer acceptance evaluated.

Cake Decorating. Training is given in writing with icings, making flowers, modeling and building pastry cakes, blending colors in decorative material, and making marzipan and gum paste decorations.

Carpentry. The instruction includes shop sketching, blueprint reading, framing, form building, and joinery. Use and care of shop machines and sharpening and setting of tools are also included.



The young soldier, just back from "there," points out to his classmates that American history has a vital present, as well as a glorious past.



That smile shows you how the right answer makes you feel. The students are members of one of the math classes in the accelerated high school program.



One person would—not should—consume all these fruits and vegetables were he the hard-working Victory gardener who raised them or the homemaker who canned them in food conservation class.

What are the age limits for students? The minimum age is 16; there is no maximum age.

How long does it take to complete a course? Students vary greatly in age, previous experience, individual ability, interest, and purpose. It is, therefore, difficult to make a general statement about the length of time required to complete any course. In individual cases the counselors and instructors may suggest an approximate time.

Does the school have a grade school department? Yes. A grade school department is maintained for adult students who wish to complete elementary school subjects.

Who pays for books and supplies? Each student furnishes his own books and personal supplies. Every effort is made to keep this expense to a minimum.

Does the school maintain a dormitory for students? No. The school does not assume responsibility for the housing or personal activities of the student.

Does the school find jobs for students? This is one of the functions of the Occupational Adjustment Service.

When do new classes start? Though the school year begins the day after Labor Day, additional courses are added whenever there is a sufficient demand.

What is the length of the ordinary school year? The ordinary school year begins the first Tuesday after Labor Day and runs for 38 weeks. Summer school opens at the close of the regular school year and continues to September when the fall term begins.

Can a class be arranged for a group of persons who are interested in a special subject? Yes. Such courses can be offered successfully where the persons enrolled have a common background of knowledge and experience.

What can be done if the course wanted is not offered? If the course desired is not offered, every effort will be made to find a way to assist the individual. His name may be placed on the waiting list and a class started just as soon as a sufficient number of requests are received.

Are classes held outside the school? Classes may be held any place in the city where a group of interested people and the necessary facilities can be assembled. Homemaking classes, for example, are now held in twenty-eight centers throughout the city in addition to those held at the school. After-work classes are also held in business establishments.

Is instruction on an individual or group basis? Fundamentally the school believes in individual instruction. Since no one technique applies in all situations, the school does not limit itself to any one method of instruction.

Is the equipment modern and practical? Every effort is made to keep the equipment in the school comparable to that used in practical situations throughout the city. The machine shop, for example, will compare favorably with the best equipped shops in Denver.

Chemistry, Industrial. Individual instruction is given. The student receives comprehensive training or only the specific laboratory and technical instruction he needs in his particular occupation.

Conference Leading. This unit of instruction trains a group of persons in conference technique. Instruction includes practice in organizing and conducting conferences on subjects selected by the group.

Cosmetology. Students work on customers as they are taught shampooing, manicuring, curling, permanent waving, massaging, hair shaping, and tinting. Sterilization, customer relations, and proper use of cosmetics are stressed. All training conforms to Colorado Cosmetology laws.

Electricity. This trade preparatory course in electricity provides basic knowledge of electrical theory, including Ohm's law, magnetism, power transmission, operation of motors and generators, rectifiers, and meters. Information is applied to shop work.

Electricity, Advanced. Electrical problems encountered by electricians and general maintenance men are discussed and solved. Typical problems involve the distribution of electricity; wiring systems; control equipment; theory and operation of alternating current equipment, including generators, transformers, and motors; and the interpretation of electrical blueprints and diagrams.

Estimating for the Building Trades. The course covers methods of determining construction costs and material listed as they relate to excavations, foundations, retaining walls, substructure, and superstructure. Labor costs at prevailing wage scales are also considered.

Highway Drafting. Individual instruction is given in the calculation of horizontal curves, vertical curves, grade percentage, grade elevations, structural excavations, unclassified excavation, embankment, overhaul quantities; the plotting of the centerline alignment, profile, grades, cross-sections, topography, and the mass diagram.

Lead Burning for Plumbers. Instruction includes the forming and joining of sheet lead and pipe by fusing the edges and running a bead at the joint.

Machine Shop Practice. Individual instruction is given in operations that are performed on the engine lathe, vertical mill, turret lathe, surface grinder, cylindrical grinder, internal grinder, automatic screw machine, punch press, shaper, planer, and profile saw. Blueprint reading, shop mathematics, and related information are included as needed by the student.

Mechanical Drafting. This course provides instruction in the use of drawing instruments; the detailing of machines and machine parts of various types; projection of three dimensional objects from flat drawings; and the orthographic drawings of plan, side, and end views of objects.

Metal Trades Mathematics. Individual instruction begins with a brush-up course in arithmetic and continues through the advanced mathematics and blueprint reading related to the metal trades.

Mineralogy for Prospectors. This practical approach to mineralogy includes the identification, testing, and treating of ore from claims in the Colorado area. Samples brought in by students and the instructor are used to augment the instruction.

Painting and Decorating. Instruction on an individual basis provides an opportunity for the tradesman to brush up on color theory, design, graining, the mixing and application of materials, and paperhanging.

Photography, Commercial. Units are offered in photography as requests are received. A typical unit covers color photography, including the nature of color and pigments, the additive and subtractive processes of color photography, and color printing processes. This course is of special interest to commercial photographers, photo engravers, and lithographers.

Power Sewing Machine Operation. The unit is organized to teach the basic operations needed by beginning workers in clothing, tent and awning, and quilting factories; laundries; hospitals; and hotel linen rooms.

Mathematics, Applied. This course deals with logarithms, geometry, trigonometry, and use of the slide rule in solving practical problems.

Printing, Linotype Operation and Mechanics. Two years' experience is a prerequisite for linotype training. The first part of the course includes keyboard operation and jobs to be done in developing skill in setting straight, tabular, and display composition. The second part of the course covers disassembly and assembly, adjustment, replacement, repair, and lubrication of the machine.

Radio Code. Sending and receiving of International Morse Code is taught. The training prepares and upgrades persons for radio telegraph work in commercial air service, government ranger stations, weather service, and the armed forces.



Who would think a microscope could make this man a better welder. He is studying the structure of a piece of steel as part of his work in a metallurgy class, learning an advanced phase of welding that means job advancement.

How are the courses of study kept up-to-date? Curriculum making is based upon the needs and interest of individuals in specific situations. A staff of coordinators, representing the various departments of the school, maintain continuous contact with the community. They are alert to new developments and continually recommend changes in both the content and the practical application of instruction.

How does the school work with the State Board for Vocational Education? Under the law, the State Board for Vocational Education is charged with the administration of State and Federal funds allocated for vocational education. The local school district pays all maintenance costs, but on approved vocational classes, thirty to fifty per cent of the instructor's salary is reimbursed by the State Board for Vocational Education. The entire cost of War Production Training classes is paid by the Federal government through the State Board for Vocational Education.

TRADE AND INDUSTRY (Cont.)

Radio Maintenance and Repair.

Practical training is provided in the application of information related to the construction, repair, and maintenance of radio receivers. Soldering, selection of repair parts, checking of tubes, use of repair manuals and reading of circuit diagrams are included.

Railroad Station Accounting.

Student telegraphers are taught to make out forms used in transacting railroad station records. They learn railroad rules through study and examination. Trips to stations are made.

Restaurant Cooking.

Training offered is preparatory for the occupations of cook, fry cook, steam table man, pantry man, beverage man, and dishwasher. The school restaurant provides a practical situation in which the student learns to prepare and serve a great variety of foods under expert instruction.

Shoe Repairing.

The course in shoe rebuilding and repairing is organized into units involving theory and work experience. Practice is given in resoling, toe capping, putting on heels and lifts, replacing linings, eyes and hooks, patching, and repairing rips.

Slide Rule.

Instruction covers the mathematical principles involved, and types, uses, and limitations of the slide rule. The student is taught to use the scales and to apply information in solving practical shop problems.

Spanish, Commercial.

Training is given in the grammar and vocabulary needed in carrying on trade with Spanish-speaking countries.

Telegraphy.

Practice in receiving and sending Morse Land-line code is provided. The instruction prepares individuals for beginning jobs in telegraphy, both commercial and railroad.

Traffic Management, Beginning.

Fundamental principles, including bills of lading, freight classifications, freight rate making, tariff constructions, and interpretation of freight rate structures are taught. The Traffic Club of Denver issues a special certificate to those who successfully complete the course.

Traffic Management, Advanced.

This course includes special and terminal freight services, express and service rates, parcel post services, motor and industrial transportation management, claims, and procedures before commissions. Persons taking this course should have completed the beginning course or its equivalent.



Um-m—it looks delicious! Meals well-prepared and well-served result from Opportunity's diversified restaurant training program. Cashiers and hostesses, as well as chefs, bakers, and waitresses, are trained under actual working conditions.

How are teachers selected? Teachers are selected by the principal upon recommendation of advisory committees or from current applications on file. For most positions a minimum of five years experience in the field in which instruction is to be given is required. An apprenticeship instructor must have served an apprenticeship and have an additional five years of journeyman experience.

Do students receive certificates? The school's major concern is that of providing the instruction a person needs to attain his objective successfully. It is recognized that certificates serve many useful purposes and it is for this reason that they are issued.

Are speakers available to talk before organizations? Members of the administrative and coordinating staffs are always happy to address local organizations on matters concerning the school. Requests should be made to the principal. Call TAbor 7151.

TRADE AND INDUSTRY (Cont.)

Welding, Acetylene and Electric. Individual instruction in the shop is based on the requirements of each student. He may elect to learn to weld in one or all positions; one or several metals; gas and electric equipment. Specialized units of instruction are available to the one who desires limited training only.

Welding, Steamfitters. Instruction is given in the specialized field of pipe welding. Fundamental principles are taught. Practice jobs include the welding of various sizes and kinds of pipe and joints, in position and on the bench, using arc and oxy-acetylene welding equipment.

WAR PRODUCTION TRAINING

Aero Repair. The course includes basic aircraft and flight theory; disassembly and assembly of controls and control surfaces, wings and fuselages; installation and removal of hydraulic landing gear units and all general aircraft equipment; cable splicing and swaging; rigging; blueprint reading; and aircraft maintenance.

Automotive Mechanics. This course is designed to train beginning workers. It includes shop and theory work, covering wheel alignment, engine overhaul, fuel system, electricity, brakes, differentials, transmissions, lubrication, motor tuneup, and care and operation of tools and equipment.

Blueprint Reading. The basic course in blueprint reading includes origin, types, and care of prints; alphabet of lines; symbols and abbreviations; dimensions; notations; size and shape; description; reading of title blocks and various types of working drawings.

Boring Mill Operation. Instruction on this machine includes drilling, boring, turning, and facing of metal objects. The clamping and bolting of work to table of machine, sharpening and setting of cutting tools, and setting of speeds and feeds are important instructional features.

Cylindrical Grinder Operation (Universal). The student is given practice in mounting straight and taper cylindrical jobs between centers and to face plate for either internal, external, or surface grinding. He selects, mounts, and dresses the grinding wheels and learns to set, adjust, and operate the grinder.



Actual selling experience in a Denver store along with in-school training is teaching this young lady and others like her that salesmanship brings back the customer, not the merchandise.



"Democracy Needs—" reads the type in this apprentice's composing stick. He set up this line of type before Democracy had greater need for him in the South Pacific theater of war.



Here you see the mysteries of electricity being unfolded for the interested physics students. This class is also part of the accelerated high school plan.

VOCATIONAL AND ADULT *Education* IN A GREATER DENVER

There are many ways in which the Emily Griffith Opportunity School can serve Denver. It may be through testing and guidance service that results in the occupational adjustment of its citizens; it may be through helping adults complete their high school education; it may be through general self-improvement courses; or it may be through vocational education.

We believe that vocational education is a personal asset to an individual because it enables him to earn a living, maintain a home, and afford a family. We believe it is an economic asset to our country because trained workers create wealth by increasing the amount and the quality of production. We believe it is a social asset to our people because success in work gives them happiness, satisfaction, and a feeling of security.

Fundamentally, the part the school must play in the drive toward a sound prosperity after the war is one of providing greater educational opportunities for adults and in providing well-planned instruction.

Providing instruction for adults is a complex undertaking. Many adults who are engaged in earning a living are getting further training and education in their spare time. They turn to the Emily Griffith Opportunity School because they are con-

What women go through for beauty! This young lady knows it's all worthwhile as she visualizes how nice she will look when these student cosmetologists send her out with a facial, a manicure, and her permanent arranged in a becoming style.



WAR PRODUCTION TRAINING (Cont.)

Die Setting. Skill is developed in removing die sets and preparing the punch press for installation of new die sets; in aligning and adjusting dies to obtain proper relationship; and in adjusting the machine until parts produced conform with specifications.

Drill Press Operation. The course in drill press operation provides instruction in setting up the machine for drilling, reaming, countersinking, counterboring, spotfacing, and tapping. Correct operation and nomenclature of the drill press are stressed.

Electric Motor Repair. Motor repairing includes the basic principles of electricity, checking and recording motor data, stripping motor, winding coil, forming, varnishing, baking, and truing commutator. Experience in testing and repairing all types of motors is provided.

Electricity, Aircraft. The unit of instruction includes shop installation work and fundamentals of electricity, electrical test devices, batteries, switches, relays, solenoids, booster coils, D. C. Motors, power supply units, generators, control panels, and starters.

Electronics. Sound pictures and unit texts are used to teach the basic principles of industrial electronics.

Engines, Aircraft. The course includes orientation, blueprint reading, safety, and engine overhaul; shop practice and theory on preliminary factors; basic engine theory; engine disassembly and assembly; final assembly; valve and ignition timing; engine maintenance; engine run in; and trouble shooting.

Foundry. Instruction covers information and shop practice needed by molders and coremakers in the use of sands, types of molding, methods of ramming, parting, gating, setting cores, and pattern reading.

Heat Treatment. Theory and practice is provided in our modern shop which is equipped with both gas and electric furnaces. Instruction covers the physical and chemical properties of steel. Typical jobs are treated scientifically to produce specified degrees of hardness and strength.

Hydraulics, Aircraft. Shop practice and instruction are given in reading blueprints; principles of hydraulics; hydraulic systems and their operation; tube and fitting work; hydraulic landing gears; wheel brakes; and shock struts.

Instruments, Aircraft. Both electrical and pressure instruments are covered. The electrical unit covers basic electricity and principles; calibration and testing; repairing and maintenance. The pressure unit covers principles of construction and operation of pressure instruments. Practical shop experience is provided.

WAR PRODUCTION TRAINING (Cont.)

Internal Chucking Grinder Operation. The student learns to set up and grind external and internal straight or tapered cylindrical jobs. He selects, mounts, and dresses grinding wheels; installs spindles and quills; and learns to set, adjust, and operate the machine.

Job Instructor Training. This is a short, intensive training program for job instructors in the best method of teaching workers to do a job correctly and quickly.

Job Methods Training. The instruction covers a practical plan which is intended to help foreman and workers produce greater quantities of quality products in less time by making the best use of the manpower, machines, and materials available.

Job Relations Training. This training is a short unit of instruction in the foundation points for good human relations and in the handling of problems as they arise in office or plant.

Lathe Operation, Engine. The course in engine lathe operation includes shop practice in using cutting tools and holders, grinding tool bits, aligning centers, drilling center holes, mounting work between centers, facing, plain turning to dimensions, turning to shoulders, grooving, undercutting, necking, filing, knurling, cutting threads, turning tapers, turning in a chuck, drilling, boring, and reaming.

Lathe Operation, Turret. The student is taught to set up the machine to produce parts according to specifications. In doing this, he determines feeds, speeds, tooling and operational sequence, and machine adjustments. He learns to perform such operations as turning, facing, boring, drilling, and threading.

Leather and Canvas, Aircraft. Training is provided in making items from canvas, leather, rubberized goods, tape, webbing, thread, cord, and rope. The student uses tools and machines common to the trade. He learns to use patterns, knots, splices, patches, and padding; and to do upholstering and reinforcing.

Machine Shop Layout. Individual instruction in machine shop layout provides training in plating and coating the surfaces and in marking guide lines and reference points for metal to be removed in machining. Use of gauges, rules, dividers, punches, and straight edges is taught.

Milling Machine Operation. Shop practice is provided in operating the machine; setting up typical jobs for shaping, planing, and grooving; and using many types of toothed and rotary cutters. Related instruction is given in blueprint reading, shop mathematics, and the use of jigs and fixtures.

fronted with specific problems. They come whenever they can, stay as long as they can, and learn as much as they can. The Emily Griffith Opportunity School instructor welcomes each new student because he sees another opportunity to help an individual improve his present situation, and his reward is found in successful accomplishment by the student.

The specific vocational problems of adults usually require answers within short periods of time, and the time is usually so limited that it must be used to the greatest advantage. A mother may have to reconstruct clothing, or learn how to prepare cheaper cuts of meat so that they will be more palatable. A girl may need new skills in operating a bookkeeping machine, or a sales girl may need training in selling a new line of coats. A man may need technical information about installation of electronic devices. Another may need to learn the fundamentals of highway drafting or to "brush up" in sending and receiving Morse code. In many of the instances, adults are seeking to learn how to do something that they cannot now do. With the great variety of problems that they seek to solve and with the great diversity of their own backgrounds, abilities, and experiences, together with the irregularities of their schedules, instructors of adults have found individual instruction essential. In addition, instructors have found it necessary to organize content that must be learned into relatively small parts which are called units.

The purpose of small units is to make it possible for a student to get instruction on his specific problem without spending unnecessary time learning many other things. However, in case he needs further instruction to solve other problems, he may get it by mastering additional units.

The plan in operation at the Emily Griffith Opportunity

A Unit of Instruction—How to Organize It and How to Teach It—is a plan for individual instruction that works to the advantage of both the student and the teacher. Through compact, well-planned, up-to-date units, the teacher helps the student learn exactly what he needs to know in a minimum of time.



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Today's dream will be tomorrow's reality. Steadily increasing enrollment and an ever-widening interest in adult education will bring into being after the war the architect's plan for this imposing structure. Upon completion, Opportunity School facilities will consist of a solid city block of buildings in which to carry on the service to the community begun by Emily Griffith almost thirty years ago.

School represents years of experimentation and diligent work in making available to students the specific technical procedures and content that they need in the most concise and easy-to-learn form.

Several large industries have used the plan and have found it very effective in training employees to do a variety of jobs. They have found the plan to be economical in time and money. It has worked especially well in getting the training jobs done during this war emergency.

Education and Retraining of VETERANS AND WAR WORKERS

The Emily Griffith Opportunity School is assuming its full share of responsibility for the education and retraining of those whose careers have been interrupted by war.

As World War II progresses toward a successful conclusion, there will be an increasing need for rehabilitation and retraining of returning veterans and of the war workers who backed them up so ably. As in World War I, the Emily Griffith Opportunity School again stands ready to aid both veterans and war workers in the adjustment to peacetime endeavors.

Many veterans wishing to take advantage of the educational benefits offered under the "GI Bill of Rights," will find practical academic and vocational courses available at the school. Those who have not completed high school will be particularly interested in the accelerated program, described on page 18, and in the special high school credits for military service. Two units of credit may be applied for completion of basic military

WAR PRODUCTION TRAINING (Cont.)

Paint and Dope, Aircraft. This course meets general aircraft painting and lettering requirements. Instruction is given in the care and repair of equipment, preparation of surfaces, mixing, matching, and application of paint and dope. Stencil cutting for insignia and lettering, as well as freehand work, is taught.

Pattern Making. The course includes instruction in making wooden patterns, core boxes, and match plates according to specifications. The student learns to use hand tools and woodworking machines.

Propellers, Aircraft. Instruction is given in aerodynamics, propeller construction and operation, governors, overhaul procedures, and balancing and alignment of propellers.

Railroad Telegraphy. Sending and receiving Morse Land-line Code is taught. Beginners learn the characters by contrasting sounds. As the student advances, actual train orders and railroad messages are used for copy. Practice is provided in telephone work, as well as in telegraph. Students are taught railroad rules and station accounting procedures.

Refrigeration. Instruction in refrigeration includes installation, maintenance and repair of condensers, compressors, motors, and other units of refrigeration and air conditioning equipment.

WAR PRODUCTION TRAINING (Cont.)

Shaper Operation. The student is taught to sharpen tool bits and to set up work of various shapes for planing and grooving. Jobs selected provide practice in performing all operations usually done on the shaper. Related instruction includes blueprint reading, shop mathematics, layout, and care of the machine.

Sheet Metal. Shop practice is given in the use of the bending brakes, squaring shears, nibbler, electric unishear, drill press, squeeze riveter, bench machines, and hand tools. Blueprint reading, pattern drafting, and template layout are also included.

Sheet Metal, Aircraft. Blueprint reading, laying out, cutting, template making, bending, forming, drilling, riveting, and counter-sinking are taught. Practice jobs using sheet steel and aluminum alloys are used to teach operations and nomenclature.

Tool and Cutter Grinding (Universal Grinder). The student learns to grind broaches, hobs, punches, and reamers. He learns to sharpen cutting tools and to use jigs and fixtures. Mounting and dressing abrasive wheels are a part of setting up the job.

Tool and Die Making. This is an advanced machinist course in the design, construction, repair, and calibration of tools, jigs, fixtures and instruments.

Watch Repairing. Theory and practice in the fundamental operations of cleaning, oiling, repairing, and adjusting clocks, watches, and instruments is given. Training is also provided in the use of bench and machine tools used to manufacture or alter parts used.

Welding, Aircraft. Instruction covers safe practices; use of equipment; identification of metals; oxy-acetylene welding, cutting, brazing, and silver soldering; arc welding, covering all the manipulative techniques; flat, overhead, and horizontal positions. The student must pass tests before final certification.

Welding, Electric. Provision is made for both beginners and those who need more training. Work covers the welding of steel in flat, vertical, horizontal, and overhead positions. Related subjects cover various metals, heats, welding rods, and the care of equipment.

Welding, Metallurgy. The student studies alloy elements in steel, heat treating processes, stresses in steel due to cooling; and various structures of cast iron, brass, bronze, and aluminum.

Woodwork, Aircraft. This course covers the theory of flight and plane structures, aircraft woodwork nomenclature, materials used in aircraft woodwork, repairs, and replacement of structural parts.

training; additional units of credit may be granted for specialized training while in service. Upon proper certification, formal high school subjects taken through the Army Institute or other recognized schools will be evaluated for credit toward high school graduation.

Similarly, courses are available to war workers who feel a need for additional education and training to enable them to return successfully to former peacetime pursuits, or to change occupations. The youngest veteran or the oldest war worker will find others with similar interests and problems already enrolled in the school. All will find a faculty keenly interested in each individual student's attainment.

Adults need never feel that they were "born thirty years too soon," for here in their midst is an educational institution to which they may bring their educational problems and needs with a firm conviction that these will be met and solved with understanding. Out of the experience of yesterday, has grown today's wide program of educational service to Denver adults. The services will be greater tomorrow because this pioneer institution of adult education holds steadfast to its original purpose: *to serve the individual student.* It will continue to grow because Denver believes in the Emily Griffith Opportunity School plan and purpose.

THE PEOPLE OF DENVER ARE UNITED IN
DETERMINATION TO EXPAND THE INDUSTRIAL
AND CULTURAL FACILITIES OF THE
AREA. DENVER'S EMILY GRIFFITH OPPORTUNITY
SCHOOL WILL HAVE A PROMINENT
PART IN THIS EXPANSION BECAUSE INDUSTRIAL
AND CULTURAL GROWTH DEPENDS
UPON DEVELOPMENT OF HUMAN RESOURCES

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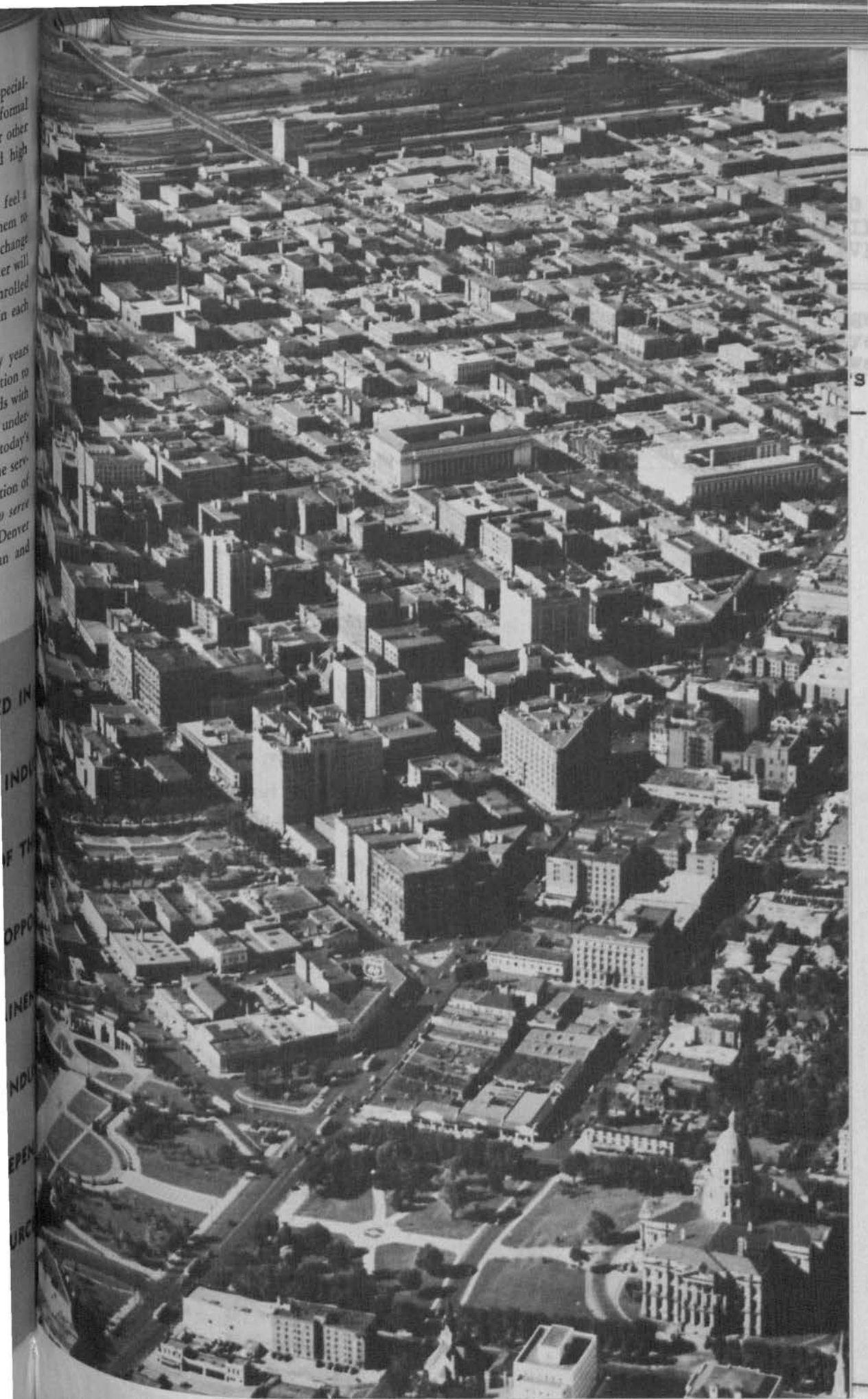
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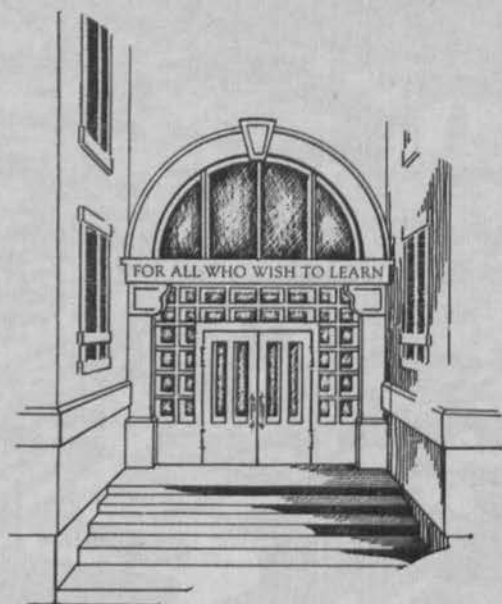
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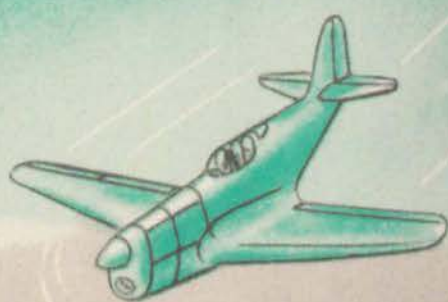
"For all who wish to learn"

This invitation to all adults who wish to gain vocational and cultural training at the Emily Griffith Opportunity School has been accepted by thousands of persons from all walks of life. As a result they have kindled a desire to overcome the obstacles to happiness and security which they have found in their daily living. In the future the school will inspire many more to overcome barriers to the attainment of educational goals because the conviction that "You Can Do It," is uppermost in the minds of its faculty.

HOWARD L. JOHNSON, *Principal*

"YOU CAN DO IT"

Denver's



EMILY GRIFFITH OPPORTUNITY SCHOOL
FOR ALL WHO WISH TO LEARN
DENVER PUBLIC SCHOOLS

THE FOURTEEN LARGE, WELL-ESTABLISHED
DENVER FIRMS INTERVIEWED IN CONNECTION
WITH THIS STUDY

<u>Name of Firm</u>	<u>Approximate Number of Clerical Workers Employed</u>
1. Continental Oil Com- pany	90
2. Daly General Agency, Inc.	100
3. Denver Dry Goods Company.	100
4. Denver National Bank.....	150
5. Denver and Rio Grande Western Railroad	800
6. Gates Rubber Company	600
7. Great Western Sugar Com- pany	185
8. Montgomery Ward and Com- pany	500
9. Morey Mercantile Company.	95
10. Mountain States Telephone and Telegraph Company....	500
11. Public Service Company of Colorado	400
12. Safeway Stores Company...	85
13. Swift and Company	90
14. Western Union Telegraph Company	500
 TOTAL	 4195

Table 81.--SUMMARY OF JOB INFORMATION ON BEGINNING
CLERK-TYPISTS REQUIRED IN THE FALL OF 1944 BY FIF-
TEEN LARGE EMPLOYERS OF CLERICAL WORKERS IN DENVER

	<u>Number of Employers Requiring</u>	<u>Percentage of 15 Employers Interviewed</u>
1. <u>Duties Performed</u>		
Typing Duties:		
Bills, statements, in- voices	9	60%
Envelopes	12	80%
Form letter fill-in	8	53%
Information on cards.....	10	67%
Inter-company memorandums.	8	53%
Letters to customers	11	73%
Reports	11	73%
Tabulation	11	73%
Telegrams	9	60%
Stencils, duplicator	8	53%
Stencils, mimeograph	11	73%
Other duties:		
"Ability to arrange properly figure groups and descriptive infor- mation in statement form without benefit of a skeleton form".....	1	7%
"Work on numerals".....	1	7%
Filing Duties:		
Cards	6	40%
Letters	7	47%
Checks	1	7%
Systems used:		
Alphabetic	11	73%
Geographic	5	33%
Soundex	1	7%
Numeric	8	67%
Subject	3	20%
Duplicating Machine Duties:		
Duplicator	8	53%
Mimeograph	9	60%
Multigraph	4	27%

Table 81.--SUMMARY OF JOB INFORMATION ON BEGINNING
CLERK-TYPISTS REQUIRED IN THE FALL OF 1944 BY FIF-
TEEN LARGE EMPLOYERS OF CLERICAL WORKERS IN DENVER
--continued

	<u>Number of Employers Requiring</u>	<u>Percentage of 15 Employers Interviewed</u>
Calculating Machine Duties:		
Adding machine	12	80%
Burroughs	5	33%
Comptometer	9	60%
Friden.....	1	7%
Marchant	3	20%
Monroe	5	33%
Bookkeeping Duties:		
Check bills, statements..	8	53%
Issue receipts	4	27%
Post entries	7	47%
Other duties:		
"Stuff ledgers (bills put in correct place in ledger so bookkeeper will have readily available)".....	1	7%
"Sort toll tickets"....	1	7%
<u>2. Personal Qualifications</u>		
Legible handwriting:		
Legible figures	15	100%
Legible words	12	80%
English usage:		
Oral English	15	100%
Written English, including ability to spell and punc- tuate correctly	13	87%
Mathematical ability:		
Fundamentals (addition, subtraction, multiplica- tion, division)	12	80%
Discounts	8	53%
Decimals	9	60%
Fractions	8	53%
Interest	5	33%
Percentage	9	60%

Table 81.--SUMMARY OF JOB INFORMATION ON BEGINNING
CLERK-TYPISTS REQUIRED IN THE FALL OF 1944 BY FIF-
TEEN LARGE EMPLOYERS OF CLERICAL WORKERS IN DENVER
--continued

	<u>Number of Employers Requiring</u>	<u>Percentage of 15 Employers Interviewed</u>
Customer contact:		
By telephone	9	60%
In person	7	47%
Attitude:		
Getting along with fellow employees.....	15	100%
Industry	15	100%
Accuracy	15	100%
Cooperation	14	93%
Responsibility	14	93%
Other qualities added:		
Versatility, willing- ness, and ability to keep business matters confidential.		
Age--lower limits:		
16	3	20%
17	5	33%
18	4	27%
21	1	7%
Open	2	13%
Age--upper limits:		
20-25	2	13%
26-30	5	33%
31-35	2	13%
Over 35	1	7%
Open	5	33%
Sex:		
Female	15	100%
Male	8	53%
Height and weight:		
Not important	13	87%
Important	2	13%

Table 8L.--SUMMARY OF JOB INFORMATION ON BEGINNING
CLERK-TYPISTS REQUIRED IN THE FALL OF 1944 BY FIF-
TEEN LARGE EMPLOYERS OF CLERICAL WORKERS IN DENVER
--continued

	<u>Number of Employers Requiring</u>	<u>Percentage of 15 Employers Interviewed</u>
Marital Status:		
Single only	4	27%
Prefer single	3	20%
Married or single	8	53%
Education:		
High school graduate	6	40%
Prefer high school gradu- ate	5	33%
High school and business school graduate	2	13%
High school or better education	1	7%
Open	1	7%
Personal appearance:		
Neatness and cleanliness.	15	100%
Appropriate dress	15	100%
3. <u>Working Conditions</u>		
Hours:		
Less than 40-hour week...	2	13%
40-hour week	8	53%
Over 40-hour week but over-time compensation...	5	33%
Half or all day Saturday.	8	53%
No Saturday work	4	27%
Saturday optional with workers; overtime if do work	2	13%
Subject to call both Saturday and Sunday	1	7%
Beginning wages--per week:		
\$16 to \$20	9	60%
\$21 to \$25	3	20%
\$26 to \$30	2	13%
Did not specify	1	7%

Table 81.--SUMMARY OF JOB INFORMATION ON BEGINNING
CLERK-TYPISTS REQUIRED IN THE FALL OF 1944 BY FIF-
TEEN LARGE EMPLOYERS OF CLERICAL WORKERS IN DENVER
--continued

	<u>Number of Employers Requiring</u>	<u>Percentage of 15 Employers Interviewed</u>
Deductions from wages:		
Social security tax.....	13	87%
Withholding tax	15	100%
Insurance	12	80%
Retirement	6	40%
Sick benefits	11	73%
Vacations:		
One week after one year.	5	33%
Two weeks after one year	7	47%
Two weeks after two years	1	7%
Three weeks after one year	1	7%
Over three weeks	1	7%

DENVER PUBLIC SCHOOLS

DENVER, COLORADO

CHARLES E. GREENE, SUPERINTENDENT

October 19, 1944

C O P Y

Mrs. Katharine B. Dunbar, Director
Katharine Gibbs School
90 Marlborough Street
Boston 16, Massachusetts

Dear Mrs. Dunbar:

We are being asked to prepare a special unit of instruction on the mechanics of letter writing.

To get as many new ideas as possible, we are writing several prominent business schools to find out what text or texts are used in teaching students the important points and procedure in setting up acceptable business letters.

We shall appreciate knowing what material you have found practical in this field and what text you use in your school.

Return envelope is attached for your convenience in reply.

Very truly yours,

Edna-Jean Hershey
Coordinator of
Business Education

EJH:h

Note: A similar letter was written to Metropolitan School of Business, Los Angeles, California; to Mrs. Neva Hayden of the University of Denver, Denver, Colorado; and to Dean Teresa E. Nichols of Woodbury College, Los Angeles, California. The four replies appear on the pages following.

EMILY GRIFFITH OPPORTUNITY SCHOOL
THIRTEENTH AND WELTON STREETS
DENVER 4, COLORADO
HOWARD L. JOHNSON, PRINCIPAL
LOUIS A. MCELROY, ASSISTANT PRINCIPAL
HELEN D. REDFORD, ASSISTANT PRINCIPAL

KATHARINE GIBBS SCHOOL

Secretarial - Executive
Academic

Boston 16
90 Marlborough Street
Chicago 11
720 North Michigan Avenue
New York 17
230 Park Avenue
Providence 6
155 Angell Street

Boston

October 31, 1944

My dear Miss Hershey:

I am very glad to answer the questions which you have asked in your recent letter.

For mechanical setup we use the Manual of Style, which was written in our own technical department. I am mailing you a copy of this book under separate cover. I am very glad indeed to send you this copy for your use.

In addition to the Manual, we use the Macmillan Handbook of English for reference, and the College Business English for a text. We are favorably impressed also with Modern Business English, written by Babenroth and Parkhurst, published by Prentice Hall, and by English for Business by Parkhurst. The other books that are used in the business courses are exercise books and would have no bearing upon your particular interest.

I am delighted that you wrote to me and hope that you will call on me again if I can be of further assistance.

Very sincerely yours,

(Signed) KATHARINE B. DUNBAR

Director

Miss Edna-Jean Hershey, Coordinator
Business Education
Denver Public Schools
Denver, Colorado

C O P Y

Los Angeles City High School District
M E T R O P O L I T A N H I G H S C H O O L
234 Venice Boulevard
Los Angeles, California

November 1, 1944.

Miss Edna-Jean Hershey,
Emily Griffith Opportunity School,
Thirteenth and Welton Streets,
Denver 4, Colorado.

Dear Miss Hershey:

At the Metropolitan School of Business we have an intensive five-week course in business correspondence. The students write all their letters in class.

The text book used is "Writing Letters" by Charles W. Reigner, published by the H. M. Rowe Publishing Company.

All stenographic students are required to take the ten-week course in English, including a review of fundamentals, business vocabulary, and punctuation, before taking the business correspondence course.

Yours truly,

(Signed) MILDRED L. DAVIDSON

Chairman,
Stenographic Department.

MLDdmw

C O P Y

UNIVERSITY OF DENVER
(Colorado Seminary)
School of Commerce, Accounts, and Finance

Glenarm Place at Twentieth
Denver, Colorado

October 23, 1944

Miss Edna-Jean Hershey
Emily Griffith Opportunity School
Thirteenth and Welton Streets
Denver 4, Colorado

Dear Edna-Jean:

In our course in Business Correspondence, we use "Effective English in Business" by Robert Ray Aurner, Professor of Business Administration at the University of Wisconsin. This is the second edition and is published by Southwestern.

In our advanced typewriting, in which we teach the mechanics of letter writing, we use "College Typing" by Reigner, White and Fisher. This is the second edition and is published by H. M. Rowe Company.

I am personally very fond of Esta Ross Stuart's presentation of letter writing as given in her typing text, "Stuart Typing," and in "Principles and Techniques for Directing the Learning of Typewriting" by Odell and Stuart. These are published by D. C. Heath and Company.

If this does not give you all the information you want, please give me a ring.

Sincerely,

(Signed) NEVA HAYDEN

nh/mw

C O P Y

1027 Wilshire Boulevard
Los Angeles, California

November 8
Our 61st Year
1 9 4 4

Miss Edna-Jean Hershey, Coordinator
Emily Griffith Opportunity School
Thirteenth and Welton Streets
Denver 4, Colorado

Dear Miss Hershey:

The text we use in teaching Business Correspondence is Business Correspondence Projects Nos. 12 to 18, Prentice-Hall Publishing Company. This material is suitable to class work in the composition of business letters, but very little of it is devoted to setting up acceptable business letters.

Most of our work in letter forms and setup is done in the Typewriting Department where we use College Typewriting by Dr. D. D. Lessenberry, South-Western Publishing Company. This is the best text we have found on standard letter forms and methods of setting up good-looking letters. By combining the material in the two books we get splendid results.

Early in the course the student is taught to type business letters using the different forms and setting them up in the various styles acceptable to business. Later, after he has mastered the technique of Typewriting and knows these forms from A to Z, we take him to our class of Business Correspondence where he is taught to compose good business letters and at that time to use the styles which he has learned early in the course of study.

I hope this information will be helpful to you in coordinating the work of commercial students under your supervision.

Very sincerely yours,

(Signed) T. E. NICHOLS

Dean

TEN JT

C O P Y

	() TAKE A LETTER, PLEASE!	() 20th CENTURY TYPE- WRITING	() NEW TRENDS IN LETTER-STYLING
ook.	Examples set up on letterheads.	Mentions plain pa- per and letter- heads. Examples set up on letter- head. Standard sheets: 8 1/2" x 11".	Majority of firms still use 8 1/2" x 11" sheets, but the narrower and short- er Monarch sized sheet is favored by many. Some firms getting away from letter- heads printed in black. They are us- ing light blue, green, dark blue, red, and brown, with matching ribbons.
l, - ed or l	Mentions only modified block and indented styles.	Mentions modified block, full block, indented, and in- verted paragraph styles.	Full block, modi- fied block, and indented rank about equally in popu- larity.
se.	Mentions open, close, and modi- fied.	Mentions open, close, and modi- fied.	Mixed punctuation most favored.

Table 22.--SUMMARY OF CURRENT LETTER-WRITING

MECHANICS AND TECHNIQUES AS FOLLOWED BY LARGE DENVER BUSINESS FIRMS AND SUGGESTED

BY RESEARCH STUDIES AND TEXTBOOKS

POINTS OF INQUIRY TO BE CONSIDERED	CONTINENTAL OIL COMPANY	DALY GENERAL AGENCY	DENVER DRY GOODS COMPANY	DENVER NATIONAL BANK	DENVER & RIO GRANDE RAILROAD	GATES RUBBER COMPANY	GREAT WESTERN SUGAR COMPANY	MOREY MERCANTILE COMPANY	MONTGOMERY WARD	PUBLIC SERVICE COMPANY OF COLORADO	SAFEWAY STORES, INCORPORATED	SWIFT & COMPANY	MOUNTAIN STATES TEL. & TEL. CO.	WESTERN UNION TELEGRAPH COMPANY	A STUDY OF MECHANICS OF BUSINESS LETTER WRITING	A STUDY OF TRANSCRIPTION ERRORS	TRANSCRIPTION STANDARDS IN BUSINESS CORRESPONDENCE	ACTUAL BUSINESS ENGLISH	BUSINESS LETTER IN MODERN FORM	BUSINESS WRITING THEORY & PRACTICE	COMPREHENSIVE TYPEWRITING	GREGG TYPEWRITING	SECRETARIAL OFFICE PRACTICE	SECRETARY'S HANDBOOK	STANDARD HANDBOOK FOR SECRETARIES	STUART TYPING	TAKE A LETTER, PLEASE!	20th CENTURY TYPEWRITING	NEW TRENDS IN LETTER-STYLING
<u>Stationery:</u>	Always uses letter-heads for public. Uses 8 1/2" x 11" sheets of white paper.	Always uses letter-heads for public. Uses 8 1/2" x 11" white sheets of paper.	Always uses letter-head for public. Uses 8 1/2" x 11" sheets; also 5 1/2" x 8 1/2" sheets; white paper.	Always uses letter-head for public. Uses 8 1/2" x 11" sheets; also 5 1/2" x 8 1/2" sheets; 7 1/4" x 10 5/8" executive size; all white paper.	Always uses letter-head for public. Uses 8 1/2" x 11" sheets; also 5 1/2" x 8 1/2" sheets; white paper.	Always uses letter-head for public. Uses 8 1/2" x 11" sheets; also 5 1/2" x 8 1/2" sheets; 7 1/4" x 10 5/8" executive size; white paper.	Always uses letter-heads to public. Uses 8 1/2" x 11" white paper.	Always uses letter-heads to public. Uses stationery in this order: 8 1/2" x 5 1/2" half sheets; 8 1/2" x 11" long sheets; 7 1/4" x 10 1/2" executive sheets; white paper.	Always uses letter-heads to public. Uses stationery in this order: 8 1/2" x 11" long sheets; 8 1/2" x 5 1/2" half sheets; 7 1/4" x 10 1/2" executive sheets; white paper.	Always uses letter-head to public. Uses 8 1/2" x 11" sheets most; also 8 1/2" x 5 1/2" half sheets; white.	Always uses letter-heads to public. Uses 8 1/2" x 11" sheets; white.	Always uses letter-heads to public. Uses stationery in this order: 8 1/2" x 7 3/4" three-quarter sheets; 8 1/2" x 5 1/2" half sheets; 7 1/4" x 10 1/2" executive sheets; white.	Always uses letter-heads to public. Uses 8 1/2" x 11" sheets; white.	Always uses letter-heads to public. Uses 8 1/2" x 11" white sheets.	Suggests arrangement of letters on letterhead as business always uses them. No comment on stationery sizes.	No comments on stationery.	No comments on stationery.	Business uses letterheads. 8 1/2" x 11" sheets mentioned. Says white paper preferred, but softly tinted grey, cream, light blue, yellow, or green increasing in popularity.	Says business uses letterheads; becoming increasingly simple. Sizes mentioned: 8 12" x 11"; 7 1/2" x 10 1/2"; 7 1/4" x 10 1/2"; 7" x 10"; 5 1/2" x 8 1/2"; 8 1/2" x 6". Pure white stationery preferred, but tinted shades coming into use.	Shows suitable letterheads. Suggests 8 1/2" x 11" stationery; also 7" x 10"; 7 1/2" x 10 1/2"; 5" x 8 1/2". White paper preferred.	Says business uses good quality stationery. Placement table for 8 1/2" x 11" sheets.	Suggests students use letterheads whenever possible. 8 1/2" x 11" usual size paper. No comment on color. Though white is the traditional color for stationery in good taste, some firms prefer to use tinted paper.	Examples all set up on letterhead. Most common size: 8 1/2" x 11"; 8 1/2" x 5 1/2"; 7 1/4" x 10 1/2".	Mentions both letterheads and plain paper. No comment made on size, color, or quality of stationery.	No comments on stationery.	Recommends use of letterheads; uses workbook. 8 1/2" x 11" sheets in workbook. No comments on color.	Examples set up on letterheads.	Mentions plain paper and letter-heads. Examples set up on letter-head. Standard sheets: 8 1/2" x 11".	Majority of firms still use 8 1/2" x 11" sheets, but the narrower and shorter Monarch sized sheet is favored by many. Some firms getting away from letter-heads printed in black. They are using light blue, green, dark blue, red, and brown, with matching ribbons.
<u>Letter Styles:</u>	Follows uniform style. Uses style guide. Follows modified block style with first line of paragraphs indented 10 spaces. All letters, regardless of length, are double-spaced.	Follows uniform style. Does not have style guide. Letters written in modified block style.	Follows uniform style. Does not follow style guide. Letters written in modified block style. Paragraphs are blocked too.	Does not always follow uniform style. Does not use style guide. Uses modified block style most of time. Official style also used for personal letters.	Does not follow uniform style; does not use style guide. Style of letter depends on wishes of each dictator.	Uses a uniform style and follows a style guide. Letters written in modified block style with block paragraphs.	Follows a uniform style, but does not use a style guide. Use modified block style.	Follows a uniform style, but does not use a style guide. Follows modified block style; also uses official style.	Follows a uniform style and also uses a style guide. Most letters are written in modified block style. Block paragraphs are used. Some official style letters are written.	Follows a uniform style, but does not use a style guide. Follows modified block style. Paragraphs are indented 10 spaces.	Uses a fairly uniform style, but does not use a style guide. Uses modified block style with first line of paragraphs indented 10 spaces.	Follows uniform style and uses style guide. Uses modified block style. Paragraphs are indented 10 spaces.	Follows uniform style, but does not follow style guide. Uses modified block style.	Follows uniform style, but does not follow style guide. Follows indented style.	On direct inquiry, 60% of 85 firms used no style guide; 40% did. In total of 300 letters studies, 66% used block style (modified or varied); 29.7% used true block; 4.3% followed indented. No firm used hanging paragraph style; none, the strict block style.	No comments made on style.	No comments made on style.	Mentions block and semi-block styles as being most popular. Says indented style is rapidly disappearing.	Mentions block or straight-edge style; indented or stepped-in style; semi-block or combination style; hanging indentation style paragraphs; official style.	Mentions indented, block, formal or personal (official) and semi-block styles.	Mentions semi-block, indented, hanging indentation, extreme solid block, and personal or official styles.	Mentions semi-block, indented, hanging indentation, extreme solid block, and personal or official styles.	Mentions indented, full or strict block, modified block, inverted paragraph, and official styles.	Mentions block and official styles only.	Mentions block, indented, and diplomatic or personal styles.	Mentions full block, modified block, indented, hanging indentation or inverted paragraph, and semi-personal or formal styles.	Mentions only modified block and indented styles.	Mentions modified block, full block, indented, and inverted paragraph styles.	Full block, modified block, and indented block about equally in popularity.
<u>Punctuation:</u>	Used mixed.	Used mixed.	Uses mixed.	Uses open.	Depends on wishes of each dictator.	Uses open.	Uses mixed.	Uses mixed.	Uses mixed.	Uses mixed.	Uses mixed.	Uses mixed.	Uses mixed.	Uses close.	79.2% of letters used mixed punctuation; 20.1% close; 0.7% open.	No comments made on punctuation.	No comments made on punctuation.	Mentions close, open (mixed), and strict open.	Mentions open and close punctuation only.	Mentions close and open (strict and modified).	Mentions open, close, and modified. Says modified is type most used by business.	Mentions open (which classified as mixed) as increasing in popularity. Also mentions close.	Mentions open, close, and mixed.	Mentions close and open (latter is what is called modified).	Mentions open and close punctuation.	Mentions open, mixed, and close.	Mentions open, close, and modified.	Mentions open, close, and modified.	Mixed punctuation most favored.

	TAKE A LETTER, PLEASE!	20th CENTURY TYPE- WRITING	NEW TRENDS IN LETTER-STYLING
o t- sh sh e.	Center on letter- head or place it at right to establish the right margin.	2 line spaces be- low city and state line. May be centered or placed to end at right margin. Write the name of the month in full.	Majority of let- ter writers place date even with right margin, though 2 out of 5 center it.
s. ne	Flush with left margin. Placement not mentioned.	6 single spaces between date line and first line of address usually gives satisfactory appearance, but regardless of length, have at least 3 single spaces between the two. Title placed where it looks better. Avoid abbrevia- tions unless needed to balance.	Most firms use block addresses.
	Preferably on same line with saluta- tion.	2 lines below ad- dress. Centered; begun at paragraph point; even with left margin.	Some place is above salutation, some below it, some on the same line; about equally divided among them.

Table 82.--SUMMARY OF CURRENT LETTER-WRITING

MECHANICS AND TECHNIQUES AS FOLLOWED BY LARGE DENVER BUSINESS FIRMS AND SUGGESTED BY RESEARCH STUDIES AND TEXTBOOKS--Continued

POINTS OF INQUIRY TO BE CONSIDERED	CONTINENTAL OIL COMPANY	DAILY GENERAL AGENCY	DENVER DRY GOODS COMPANY	DENVER NATIONAL BANK	DENVER & RIO GRANDE RAILROAD	GATES RUBBER COMPANY	GREAT WESTERN SUGAR COMPANY	MOREY MERCANTILE COMPANY	MONTGOMERY WARD	PUBLIC SERVICE COMPANY OF COLORADO	SAFEWAY STORES, INCORPORATED	SWIFT & COMPANY	MOUNTAIN STATES TEL. & TEL. CO.	WESTERN UNION TELEGRAPH COMPANY	A STUDY OF MECHANICS OF BUSINESS LETTER WRITING	A STUDY OF TRANSCRIPTION ERRORS	TRANSCRIPTION STANDARDS IN BUSINESS CORRESPONDENCE	ACTUAL BUSINESS ENGLISH	BUSINESS LETTER IN MODERN FORM	BUSINESS WRITING THEORY & PRACTICE	COMPREHENSIVE TYPEWRITING	GREGG TYPEWRITING	SECRETARIAL OFFICE PRACTICE	SECRETARY'S HANDBOOK	STANDARD HANDBOOK FOR SECRETARIES	STUART TYPING	TAKE A LETTER, PLEASE!	20th CENTURY TYPEWRITING	NEW TRENDS IN LETTER-STYLING
<u>Date Line:</u>	3 spaces below last line of letterhead. Written flush with right-hand margin. Written: November 13, 1944.	One inch below last line of letterhead. Centered on the page. Written: November 9, 1944.	2 line spaces below last line of letterhead. Centered in right half under Denver, Colorado. Written: November 13, 1944.	Centered on page. Dictator's preference followed.	Dictator's preference followed.	2 spaces below last line of letterhead. Centered under Denver, Colorado (in right half of sheet). Written: November 4, 1944.	2 or 3 spaces below last line of letterhead. Centered on page. Written: November 11, 1944.	2 spaces below last line of letterhead. Centered in right half. Written: March 1, 1944.	2 spaces below last line of letterhead. Centered on page. Written: November 29, 1944.	2 spaces below last line of letterhead. Centered on page. Written: October 31, 1944.	1/2 inch below last line of letterhead. Centered on page. Written: October 31, 1944.	2 or 3 spaces below last line of letterhead. Written flush with right margin. Written: November 22, 1944.	4 spaces below last line of letterhead. Centered in right half. Written: October 30, 1944.	Immediately underneath letterhead. Centered on page. Written: November 4, 1944.	44.5% of letters studied prefer date written flush with right margin. 74% write it within 3 spaces of the letterhead.	No comment on date placement.	No comment on date placement.	Date must be clear and concise. Never use figure for the month. Omit st, d, nd, rd, th.	Name of month is written in full. Omit st, d, nd, rd, th after day. Write date at least 2 spaces below last line of letterhead. In short letters, may be 6-8 lines below letterhead. Prefers the date centered on the sheet.	Place one inch below the heading; more than one inch for short letter. Prefers the date centered or written flush with right margin.	2-6 line spaces below last line of letterhead if letter 75 words or over; 5-6 line spaces below letterhead if under 75-word letter. Rule: 2 if long; 2-4 if medium length; 4-6 if long. Type date all on one line; have no abbreviations; omit st, nd, rd, th. Prefers the date centered or ended even with right margin.	Rule: Written 2 line spaces below letterhead if letter 75 words or over; 5-6 line spaces below letterhead if under 75-word letter. May be placed as follows: centered on letterhead; written in right half of space; written flush with right margin; balanced with other portions of letter.	Placed 2 spaces below city and state line in printed letterhead. Name of month is in full. Date is essential for record purposes. Written variously: flush with right margin; centered under letterhead.	Prefers date directly under the letterhead and flush with right margin. Do not abbreviate; spell out the month; leave off st, d, th.	Prefers date written in upper right corner, flush with right margin, as less chance of its losing identity. Do not abbreviate; spell out the month; leave off st, d, th.	Placement varies. May be placed 2 to 6 spaces below letterhead. May be placed flush with left margin, centered, or flush with right margin, depending on style. Name of month should be written in full.	Center on letterhead or place it at right to establish the right margin. May be centered or placed to end at right margin. Write the name of the month in full.	2 line spaces below city and state line. May be centered or placed to end at right margin. Write the name of the month in full.	Majority of letter writers place date even with right margin, though 2 out of 5 center it.
<u>Inside Address:</u>	Prefers 3-line address if street number included. Placed 6-11 spaces below date line, depending on length of letter. Addressee's title placed after name. Does not abbreviate street address.	Prefers 3-line address. Placement depends on length of letter. Addressee's title placed after his name. Does not abbreviate street address.	Prefers 2- or 3-line address. Written 4-6 lines below date line. Addressee's title usually placed after name, but may be in next line if too long. Does abbreviate words in the inside address.	Prefers 3-line address. Placement depends on length of letter. Addressee's title placed after name. Does not abbreviate except when too long.	Dictator's preference followed. Placed on same line with date or one space below. Addressee's title placed after name. Does not abbreviate words in address.	Prefers 3-line address. Placed on same line with date or one space below. Addressee's title placed after name. Does not abbreviate words in address.	3-line address preferred. Placement depends on length of letter. Addressee's title placed after his name. Does abbreviate words in address.	Use as many lines as needed. Placed 6-8 spaces below date line. Addressee's title placed after name or on next line, depending on appearance. Does not abbreviate words in address.	Prefers 3-line address. Placement depends on length of letter. Addressee's title placed after name. Does not abbreviate words in address.	Prefers 3-line address. Placement about 10 spaces below date line. Addressee's title placed before name of his firm. Abbreviates words in address occasionally.	Prefers 3-line address. Placed one inch or more below date. Most letters to wholesalers; hence title seldom used. Abbreviates words in address if long.	Prefers 3- or 4-line addresses. Placement depends on length of letter. In 3/4-sized sheets, about 5-6 spaces below date line. Addressee's title placed after his name. Abbreviations optional.	Prefers 3-line address. Placed about 8 spaces below date, depending on length of letter. Addressee's title placed after his name. Does abbreviate words in address.	Great majority single space the inside address.	No comment on inside address.	Use only the titles specified or dictated.	Placement should not be less than 3 lines below date. May be 6-8 for short letter. Title placed on same line with addressee's name or on next line, depending on appearance.	Most frequently has 3 lines. Placed at least 2 spaces below date; may be 6-8 depending on length. Placed at bottom in official letters. Title placed where it looks better.	Placed never less than 4 lines below date line; 8 spaces preferable for letters of medium length. If formal style, placed in lower left, at least 2 spaces below line of signature.	5-6 spaces below date line if short letter; 2-4 spaces if long. Does not abbreviate words except Inc. and Ltd. Spell out names of states. Avoid use of st, nd, rd, th with numbered streets.	3-line address preferred. 2 lines below date if very long; 3-4 if medium; 5-6 if short. Avoids abbreviations.	4-10 spaces below date line, depending on length of letter. Addressee's title placed where it looks better. Avoids abbreviations.	Precedes salutation except in official letters. In latter case placed beneath letter in lower left corner. Title placed after name or before firm, depending on appearance. Avoids abbreviations.	3-line address preferred. Placed 4-8 spaces below date line, depending on length. Title placed where it looks better. Abbreviations avoided.	Uses 2 or more lines for address. Starts 24th line from top for letters up to 50 words; raised one line space for each additional 25 words. Title placed where it looks better. Avoid abbreviations unless needed to balance.	Flush with left margin. Placement not mentioned.	6 single spaces between date line and first line of address usually gives satisfactory appearance, but regardless of length, have at least 3 single spaces between the two. Title placed where it looks better. Avoid abbreviations unless needed to balance.	Most firms use block addresses.	
<u>Attention Line:</u>	2 lines below inside address, and blocked with left margin.	2 lines below inside address, and blocked with left margin.	2 spaces below inside address and centered.	2 spaces below inside address and centered.	Dictator's preference followed.	2 spaces below inside address and blocked with left margin.	2 lines below inside address and centered.	2 lines below inside address and centered.	2 lines below inside address and centered.	2 lines below inside address and blocked with left margin.	2 lines below inside address and blocked with right margin.	One space below inside address and in position under the date line.	2 spaces below inside address and centered.	2 spaces below inside address and centered.	Only 43 of 300 letters used it. 84% put in between salutation and body. 16% put in on same line with salutation.	No comment made.	No comment made.	2 lines below address or on same line with salutation.	2 lines below address or on same line with salutation.	2 spaces below salutation.	2 spaces below address. Even with left margin or centered.	2 spaces below address. Centered or flush with left or right margin.	2 spaces below address; centered; begun at paragraph point; same line with salutation; or blocked with left margin.	No comment.	2 spaces below address; flush with left margin.	2 spaces below address.	Preferably on same line with salutation.	2 lines below address. Centered; begun at paragraph point; even with left margin.	Some place is above salutation, some below it, some on the same line; about equally divided among them.

	TAKE A LETTER, PLEASE!	20th CENTURY TYPE- WRITING	NEW TRENDS IN LETTER STYLING
ad- tion ndly	Trend toward leav- ing it out. If used, 2 spaces be- low address. Vary from friendly to most formal.	2 lines below ad- dress or atten- tion line. Vary from friendly to most formal.	Informality ap- pears to be the rule. Dear Mr. _____ pre- ferred, though Gentlemen for firms is correct.
n b- be- If line ject be-	Uses Re. Placed on same line with saluta- tion or 2 lines below it.	2 lines below salu- tation. Arrange long sub- jects on 2 lines.	Placed above salu- tation, below salu- tation, or on same line with it. About equally di- vided among them.
ls on pect, er vey.	Suggests it be omitted.	2 lines below last line of body. Placed slightly to left of center.	Very truly yours is most frequently used.
es lf e or es	Capitalized and written 2 spaces below closing if one used.	Capitalized and written 2 spaces below closing.	Firm name followed by typed signature of dictator most widely used. Some firms are beginning to omit the firm name.

Table 82.—SUMMARY OF CURRENT LETTER-WRITING

MECHANICS AND TECHNIQUES AS FOLLOWED BY LARGE DENVER BUSINESS FIRMS AND SUGGESTED BY RESEARCH STUDIES AND TEXTBOOKS—Continued

POINTS OF INQUIRY TO BE CONSIDERED		CONTINENTAL OIL COMPANY	DAILY GENERAL AGENCY	DENVER DRY GOODS COMPANY	DENVER NATIONAL BANK	DENVER & RIO GRANDE RAILROAD	GATES RUBBER COMPANY	GREAT WESTERN SUGAR COMPANY	MOREY MERCANTILE COMPANY	MONTGOMERY WARD	MOUNTAIN STATES TEL. & TEL. CO.	PUBLIC SERVICE COMPANY OF COLORADO	SAFEWAY STORES INCORPORATED	SWIFT & COMPANY	WESTERN UNION TELEGRAPH COMPANY	A STUDY OF MECHANICS OF BUSINESS LETTER WRITING	A STUDY OF TRANSCRIPTION ERRORS	TRANSCRIPTION STANDARDS IN BUSINESS CORRESPONDENCE	ACTUAL BUSINESS ENGLISH	BUSINESS LETTERS IN MODERN FORM	BUSINESS WRITING THEORY & PRACTICE	COMPREHENSIVE TYPEWRITING	GREGG TYPEWRITING	SECRETARIAL OFFICE PRACTICE	SECRETARY'S HANDBOOK	STANDARD HANDBOOK FOR SECRETARIES	STUART TYPING	TAKE A LETTER, PLEASE!	20th CENTURY TYPEWRITING	NEW TRENDS IN LETTER STYLING
Salutation:		2 spaces below address or attention line. Examples: Gentlemen; Dear Sir; Dear M. _____.	2 spaces below address or attention line. Examples: Gentlemen; Dear Mr. _____.	3 or 4 lines below address or attention line. Examples: Dear Mr. _____.	2 lines below address or attention line. Examples: My dear Mr. _____.	Depends on dictator's preference.	None; consider salutation old-fashioned.	2 spaces below address or attention line. Examples: Dear Sir; Gentlemen.	2 spaces below address or attention line. Use Gentlemen; only work with whole-sale firms.	3 spaces below address or attention line. Examples: Dear Sir; Gentlemen.	2 spaces below address or attention line. Example: Dear Mr. _____.	2 spaces below address or attention line. Examples: Gentlemen; Dear Sir.	2 spaces below address or attention line. Examples: Gentlemen; Dear Mr. _____.	2 spaces below address or attention line. Examples: Dear Sir; Gentlemen; Dear Mr. _____.	2 spaces below address or attention line. Examples: Gentlemen; Dear Mr. _____, Dear Sir the three most used.	No comments on salutations.	Use only salutations dictated or specified by the dictator.	2 spaces below address or attention line. Vary from friendly to most formal.	2 lines below address or attention line if used. May be 3 if letter very short. In official style, 2-5 spaces below date line. Vary from friendly to most formal.	2 lines below address or attention line if used. Vary from friendly to most formal.	2 lines below address or attention line if used. Vary from friendly to most formal.	2 lines below address or attention line if used. Vary from friendly to most formal.	2 spaces below address or attention line. Express degree of friendship that exists between writer and receiver.	2 spaces below address or attention line. Vary from friendly to most formal.	2 spaces below address or attention line. Vary from friendly to most formal.	2 spaces below address or attention line. Vary from friendly to most formal.	Trend toward leaving it out. If used, 2 spaces below address. Vary from friendly to most formal.	2 lines below address or attention line. Vary from friendly to most formal.	Informality appears to be the rule. Dear Mr. _____ preferred, though Gentlemen for firms is correct.	
Subject Line:		Uses word Subject. Placed on same line with salutation and ends with right margin.	Uses word Re. 2 lines below salutation and centered.	Avoids subject line if possible.	Uses word Re. Placed on same line with salutation.	Does not use subject line.	Uses word Subject. Placed 2 lines below address; blocked with left margin.	Seldom use; when used, precede with word Re. Placed on same line with salutation.	Uses words in re: Placed 2 lines below salutation and blocked with left margin.	Uses word Re. Placed 2 lines below salutation and centered.	Does not use subject line.	Uses word Re. Placed 2 lines below salutation and blocked at left margin.	Uses word Subject. Placed 2 lines below salutation and centered or blocked with right margin.	Uses word Re. Placed 2 lines below salutation and centered on page.	Seldom use subject line.	Used only once. It was centered between the address and salutation.	No comment.	No comment.	Not mentioned.	Uses word Subject. Says to avoid Re and In re. May be placed on same line with salutation; 2 lines below inside address; 2 lines below salutation.	Not mentioned.	2 lines below salutation. May be blocked with left margin or centered.	2 lines below salutation. Centered on page.	May be preceded by word Subject. Avoid In Re and Re. 2 spaces below salutation. Begun at paragraph point; centered; or blocked at left margin.	Not mentioned.	Word Subject or In re unnecessary. Suggests a subject line always be included. 2 spaces below salutation and centered.	If no attention line, place subject 2 spaces below address. If an attention line too, place subject line 2 spaces below salutation.	Uses Re. Placed on same line with salutation or 2 lines below it.	2 lines below salutation. Arrange long subjects on 2 lines. About equally divided among them.	Placed above salutation, below salutation, or on same line with it. About equally divided among them.
Complimentary Close:		2 spaces below last line of body. Uses: Yours very truly or Very sincerely.	No comment.	2 lines below last line of body. Uses Sincerely yours or Cordially yours.	2 lines below last line of body. Uses Very truly yours. Sometimes Sincerely yours or Cordially yours.	Follows dictator's preference.	Usually none.	2 spaces below last line of body. Uses Yours very truly or Very truly yours.	2 spaces below last line of body. Uses Yours truly.	3 spaces below last line of body. Uses Very truly yours.	2 lines below last line of body. Uses Yours very truly.	2 lines below last line of body. Very truly yours is used.	2 lines below last line of body. Uses Yours very truly.	2 lines below last line of body. Uses Yours truly or Respectfully yours.	2 lines below last line of body. Uses Yours very truly.	3 of the 300 omitted it. 73.4% placed it 2 spaces below last line of body. 33.6% began it at vertical center; 24.9% at right of center. Very truly yours or Yours very truly used 84.5% of time.	No comment.	Use only closing dictated or specified by dictator.	2 or more spaces below last line of body. Begun at about center.	2 spaces below last line of body if short; may be 3-4 spaces below. Usually begun little to right of vertical center. Uses Very truly yours; Yours very truly.	2 lines below last line of body. Begun at right of center of page.	2 line spaces below body of letter. Begun at center.	Begun 2 lines below last line of body.	2 lines below last line of body. Written slightly to left of center. Yours truly; Very truly yours; Yours sincerely; Respectfully yours all used.	2 spaces below last line of body. Very truly yours; Respectfully yours; Sincerely yours—some used.	2 spaces below last line of body. Blocked with date line or little to left of center.	2 spaces below last line of body. Closing depends on degree of respect, friendship, or intimacy sender wishes to convey.	Suggests it be omitted.	2 lines below last line of body. Placed slightly to left of center.	Very truly yours is most frequently used.
Firm Name:		Do not include.	Always include it. Capitalized and placed 2 spaces below closing. Centered under closing.	Include it at times, but getting away from it. Capitalize it when used. 2 lines below closing and flush with it.	Used only if official's name not used. Capitalized and centered on page 2 spaces below closing.	Do not include it.	Do not include it.	Do not include it.	Always includes firm name. Capitalized and placed 2 spaces below closing and flush with it.	Always includes firm name. Capitalized and placed 2 spaces below closing and flush with it.	Do not include it.	Never include it.	Always includes it. Capitalized and written 2 spaces below closing, ending even with right margin.	Always includes it. Capitalized and written 2 spaces below closing and flush with it.	Does not include it.	Used only 19% of the time. Most letters blocked it under closing and 2 spaces below it.	No comment.	No comment.	Firm name written 4-5 spaces below closing.	Preferably capitalized. Written 2 spaces below closing, but may be 3 in short letter. Written 4 spaces if person's name not used.	Written 2 spaces below closing.	Capitalized and written 2-line spaces below closing. May be centered under closing if very long.	Capitalized and written 2-line spaces below closing.	Capitalized and written 2 lines below closing.	Firm name may be included. When done, place 2 lines below closing.	Capitalized and written 2 spaces below complimentary close.	Capitalized and written 2 spaces below closing if dictator's name or title included; if not, 4 spaces below.	Capitalized and written 2 spaces below closing.	Firm name followed by typed signature of dictator most widely used. Some firms are beginning to omit the firm name.	

BUSINESS CARD HAS MODERN LETTERS	20th CENTURY TYPE- WRITING	NEW TRENDS IN LETTER STYLING	
used, on 4 spaces firm name	4 spaces below firm name.	Firm name followed by typed signature of dictator most commonly used.	
t mention	On line below dictator's name if used; otherwise 4 spaces below firm name.	Not mentioned.	
t mentions be written: W	Double space below official title. If no title, 4 spaces below firm name; if that not included, 6-8 lines below closing.	Colon between the 2 sets of initials most common. Use of numbers coming in; also spelling of dictator's name in full.	
low D-T D-T Written: en: closure	2 lines below D-T initials. Written: Enclosure.	Written: Enclosures; Encls. 2 Encl. (2)	
void possible	Do not preface with initials P.S. Place 2 spaces below last line of writing.	Not mentioned.	

Table 22.--SUMMARY OF CURRENT LETTER-WRITING MECHANICS AND TECHNIQUES AS FOLLOWED BY LARGE DENVER BUSINESS FIRMS AND SUGGESTED BY RESEARCH STUDIES AND TEXTBOOKS--Continued

POINTS OF INQUIRY TO BE CONSIDERED	CONTINENTAL OIL COMPANY	DALY GENERAL AGENCY	DENVER DRY GOODS COMPANY	DENVER NATIONAL BANK	DENVER & RIO GRANDE RAILROAD	GATES RUBBER COMPANY	GREAT WESTERN SUGAR COMPANY	MOREY MERCANTILE COMPANY	MONTGOMERY WARD	MOUNTAIN STATES TEL. & TEL. CO.	PUBLIC SERVICE COMPANY OF COLORADO	SAFEWAY STORES INCORPORATED	SWIFT & COMPANY	WESTERN UNION TELEGRAPH COMPANY	A STUDY OF MECHANICS OF BUSINESS LETTER WRITING	A STUDY OF TRANSCRIPTION ERRORS	TRANSCRIPTION STANDARDS IN BUSINESS CORRESPONDENCE	ACTUAL BUSINESS ENGLISH	BUSINESS LETTERS IN MODERN FORM	BUSINESS WRITING THEORY & PRACTICE	COMPREHENSIVE TYPEWRITING	GREGG TYPEWRITING	SECRETARIAL OFFICE PRACTICE	SECRETARY'S HANDBOOK	STANDARD HANDBOOK FOR SECRETARIES	STUART TYPING	TAKE A LETTER, PLEASE!	20th CENTURY TYPEWRITING	NEW TRENDS IN LETTER STYLING
<u>Dictator's Name:</u>	Always included. 4 spaces down from complimentary close. Flush with close unless name long; in that case, centered under close.	Do not include it.	Only as part of dictator-typist notation.	Included and written 4 spaces below closing; centered on page.	Do not include dictator's name.	Only as part of dictator-typist notation. Flush with left margin.	Always include the name. 5 spaces below closing and flush with left margin.	Do not include it.	Always include it. 3 spaces below firm name and flush with it.	Do not include it.	Occasionally include it. Placed 4 spaces below closing and flush with it.	Do include it. Written flush with left margin on same line as firm name. Is part of dictator-typist notation.	Do include it. Written 4-5 spaces below firm name and flush with it.	Do not include it.	Included in 29.6% of the letters.	No comment made.	No comment made.	4-5 spaces below closing if firm name not used.	If used, written 4 spaces below firm name.	Not mentioned.	Written at least 4 lines under firm name.	Written 4 spaces below firm name.	Placed 4 spaces below firm name.	Name written 4 spaces below firm name.	Written 4 spaces below firm name.	4 spaces below firm name if used.	4 spaces below firm name.	4 spaces below firm name.	Firm name followed by typed signature of dictator most commonly used.
<u>Dictator's Title:</u>	Placed on line below dictator's name.	Placed on 3rd line below firm name and centered under it.	Only if letter going to new company or person. 4 spaces below closing and flush with it.	Written on line below name and centered on page.	Not included.	On same line with dictator's name and flush with right margin.	On same line with dictator's name and flush with right margin.	Seldom used. When used, written 4 spaces below firm name and centered under it.	Placed on line under dictator's name.	Placed 4 spaces below complimentary close.	Name of department used. Flush with left margin. Placed 2 lines below signature line.	On line below signature.	Do not include.	4 spaces below complimentary close.	Title included 25.5% of cases; department, 17.2% of cases.	No comment made.	No comment made.	Not mentioned.	Not mentioned.	No comment made.	One line space below dictator's name if used; or at least 4 lines under firm name if name not used.	2 line spaces below name.	Placed on line below dictator's name.	Written on line below dictator's name.	Not mentioned.	On line below dictator's name.	On line below dictator's name.	On line below dictator's name if used; otherwise 4 spaces below firm name.	Not mentioned.
<u>Dictator-Typist Initials:</u>	2 spaces below typed signature. If no signature, 6 spaces below close. Written: WHF-HA	On same line with dictator's title. Written: WMS-F	Written to balance letter. Written: Dictator's name/M	Written opposite title on left. Written: JSW:MC	Written to balance letter. Written: RFS:OM	Down from body of letter same number of spaces as between address and first line of letter. Written: Dictator's name:YB	Immediately below name of dictator. OPD:ap.	Written 2 spaces below title or 6 below firm name. RRB:EW	written to balance the letter. Written: CNW:K	Written 2 spaces below title. Written: H.T.E.:muJ	2 lines below department name. Written: RHJ-o	Flush with left margin and on same line with firm name. Written: B.H.Bech---mms	Written 2 spaces below dictator's name. Written: WHW:AMS	Appear only on carbon copy. Written: 30-A-1	47.5% used CT:TS. 29.8% put it on same line as last line of signature; 27.2% written 2 spaces below.	No comment made.	No comment made.	Placement varies. Written: WC:PR Warren Price:PR	Not mentioned.	1 or 2 spaces below last signature line. Flush with left margin.	1 line below title or even with last line of writing. Dictator's initials separated from typist initials by ; , - , or / . Name may be written out.	2 line spaces below last line of writing. Written: HHP:ER; F-R; Name--ER	2 spaces below last line of signature. Written: HLL:RT HLL/RT MD:12 TBlack--GHM	2 spaces below last line of writing. Written: DR/CJ DR-cj DRcj	2 spaces below last written line. Written: WSM FCS:RG PGE:ABR	Flush with left margin and on line with firm name or official title. Name spelled in full with typist's initials following growing in favor.	Place in lower left-hand corner. Written: DR/CJ DR-cj DRcj	Double space below official title. If no title, 4 spaces below firm name; if that not included, 6-8 lines below closing.	Colon between the 2 sets of initials most common. Use of numbers coming in; also spelling of dictator's name in full.
<u>Enclosure Notice:</u>	Below D-T initials. Written: Enc Enc File Enc 3	Below D-T initials. Written: Enc.	Below D-T initials. Written: Enc.1	Below D-T initials. Written: Encl.	Below D-T initials. Written: Enc. (2)	Sticker pasted below dictator's name.	Below D-T initials. Written: Enc.	Do not note.	Below D-T initials. Written: Enc. Att.	Below D-T initials. Written: Encl.	Below D-T initials. Written: Enc.	Below D-T initials. Written: Enc. 2 cks.	Below D-T initials. Written: Enc.	No comment.	Included in only 8% of letters. Written: Enc. Encl.	No comment made.	No comment made.	Below D-T initials. Written: Enclosure.	Below D-T initials. Written: Incl., Inclosure.	No comment.	Below D-T initials. Written: Enc. Enc. 2	Below D-T initials. Written: Enc. Enc. chk. Enclosure Check	2 spaces below D-T initials. Written: Enclosure Enclosures 2	Below D-T initials. Written: Enc. Enclosure.	Below D-T initials. Written: Enc.	Place below identification data.	Line below D-T initials.	2 lines below D-T initials. Written: Enclosure. Encl. (2)	Written: Enclosures; Encls. 2 Encl. (2)
<u>Postscript:</u>	Do not use words P.S. First line indented same as paragraphs and written 3 spaces below Enclosure notice.	Use words P.S. Paragraphed as in letter.	Avoid postscript.	Prefaced with words P.S.	Prefaced with initials P.S.	Prefaced with initials P.S. Written in block form.	Prefaced with initials P.S. Not paragraphed as in letter.	Prefaced with initials P.S. Paragraphed as in letter.	Prefaced with initials P.S.	Never use postscript.	Not prefaced with initials P.S. Paragraphed as in letter.	Prefaced with initials P.S. Paragraphed as in letter.	Prefaced with initials P.S. Paragraphed as in letter.	Prefaced with initials P.S.	One included postscript in longhand; another typed it below D-T initials.	No comment made.	No comment made.	No comment made.	Avoid postscript if possible.	Initials P.S. seldom used. Begin 2 spaces below last line of letter.	No comment made.	Preceded by initials P.S.	May be prefaced with initials P.S. Written 2 spaces below last writing line.	No comment made.	P.S. may be used or omitted.	Prefaced with initials P.S.	Do not preface with initials P.S. Place 2 spaces below last line of writing.	Not mentioned.	

RY'S HAND- BK	ST CENTURY TYPE- WRITING	NEW TRENDS IN LETTER STYLING	
ent made.	Typed 9 spaces name top. date 2 centered line. Space 6 spaces be- continuing.	Most popular ar- rangement: name of addressee, upper left corner; page number centered; date in upper right corner; all three on same line.	
ent made.	Mentioned only in- correctly on let-	No comment made.	
space 3-line single or more. W R	The address is made spaced; 4- more lines, left spaced. Al in be st	Sizes used: 3 5/8" x 6 1/2" 4 1/8" x 9 1/2"	
ent made.	No comment made.	No comment made.	

A SECRETARY'S BOOK	CENTURY TYPE- WRITING	NEW TRENDS IN LETTER STYLING		
<p>"As correspondents fill large business letters of the secret, be accurate, day, she should be concise, know the proper complete in principles of letter content." writing."--- 326</p>		No comment made.		

COMMERCIAL EDUCATION SURVEY TESTS **JUNIOR TYPEWRITING**

Prepared by

JANE E. CLEM

State Teachers College
Whitewater, Wisconsin

Name..... School.....
Date..... City.....
Age: Years..... Months..... State.....
High School Year..... Semester of Typing..... Teacher.....
Weeks of Typing..... Machine Used.....

GENERAL INSTRUCTIONS

1. Do not open this booklet until you are told to do so.
2. Be sure that your name and any other data asked for is written plainly on each test paper.
3. You will be tested in five different kinds of typewriting work. Do not inspect the tests until you are ready to write them.
4. Accuracy will count as much as speed.
5. Do not hurry to finish the tests. Work carefully and thoughtfully through them.

	Strokes per min.	Errors	Stroking Rate	Score
Test 1—Standard Stroking Test—Part A				
Test 1—Standard Stroking Test—Part B				
Test 2—Business Letter Test				
Test 3—Completion Test				
Test 4—Placement Test				
Test 5—Centering Test				

DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO

TEST 1—STANDARD STROKING TEST—PART A

DIRECTIONS: Write the test on regular 8½ x 11 inch paper.

Set the machine as for a speed test: Margins for a 70-space writing line; tabulator to indent paragraphs five spaces; and line space regulator for DOUBLE SPACING.

DO NOT PRACTICE ON THE TEST BEFORE WRITING. Erasures or corrections are not allowed.

Upon the signal to begin, type the article as given, line for line, writing no faster than you can write accurately. Do not try to finish the whole article. Accuracy will count as much as speed.

STOP INSTANTLY WHEN THE SIGNAL IS GIVEN at the end of the time—5 minutes.

One of the first things a young man or woman should do is to develop a strong, pleasing personality. This can be done by building up the positive qualities of mind and character and eliminating the negative ones. It will require the study and growth of self—the education of all the finer impulses implanted within the soul. Personality is so intangible that it is difficult to define, but generally it is defined thus: Personality is that magnetic outward expression of one's inner life which radiates likeable, pleasing qualities. The young man or woman who would be successful in life must look to his personality as the source of his influence and the measure of his power.

The building of personality is largely in one's own hands. What today we build into thought and action, tomorrow becomes character and personality. Health, initiative, tact, kindness, sense of humor, integrity, morality, open-mindedness, cheerfulness, loyalty, neatness, courtesy, sympathy, courage are all elements of personality that may be built into ourselves, if we so desire. "A man creates himself by his own activity," which means that each individual is a candidate for personality.

The quality of the work one does will have a great deal to do with the quality of his life. If one's work quality is low, his character will be low, his standards low, and his ideals low. Form early the habit of insisting upon the best of which you are capable, demanding the highest, never accepting the lowest, and it will make all the difference between mediocrity or failure and a successful career. Much depends upon the spirit you bring to the task. When you put joy, energy, enthusiasm, and zeal into your work, you really grow and you lose the sense of hardness of the task. It is not necessary that one love his work to succeed at it, but there is no doubt that love applied to labor dignifies it, even may glorify it. It is said that love lubricates the whole human machine with the oil of cheerfulness, and is one of the influential factors of success in any calling, from bootblackening to railroad president. Whatever your work, be it high or low, learn to love it with all your might, for it will be a stepping-stone to something higher, if you are ambitious enough to make it so. Love of work robs it of most of its terrors and makes it a pleasure instead of a labor.

(Begin again at the beginning if time has not been called.)

TEST 1—STANDARD STROKING TEST—PART B

DIRECTIONS: Write the test on regular 8½ x 11 inch paper.

Set the machine as for a speed test: Margins for a 70-space writing line; tabulator to indent paragraphs five spaces; and line space regulator for DOUBLE SPACING.

DO NOT PRACTICE ON THE TEST BEFORE WRITING. Erasures or corrections are not allowed.

Upon the signal to begin, type the article as given, line for line, writing no faster than you can write accurately. Do not try to finish the whole article. Accuracy will count as much as speed.

STOP INSTANTLY WHEN THE SIGNAL IS GIVEN at the end of the time—5 minutes.

The quest of speed and accuracy must be pursued by both teacher and student working together intelligently with a steady, definite purpose as well as a knowledge of the necessary steps in the process. Accuracy is control, both mental and physical. Speed is power, flowing evenly and constantly through the fingers of the typist. Each aids the other. In the beginning of the learning, most of the effort of the learner should be given to getting control, for control gives poise. As control is gained, add power. Never sacrifice an ounce of control for a pound of power. Write as fast as you can accurately but never faster. It is better to write 40 perfect words in one minute than to write 50 words with one error.

Inaccuracy is costly of time, money, effort, and perhaps your position. The typist, therefore, should acquire accuracy, no matter what the cost, for he has a responsibility that is far from trivial. The training in accuracy should start at the beginning of the learning but not with perfect work required. Perfect technique and absolute mental control positively insure accurate work. These should be stressed with the keyboard learning and developed as the learner proceeds. They cannot be acquired if perfect writing is demanded. What is the secret of the skill of the professional golfer? Perfect technique which produces perfect drives. Perfect technique was not a factor of his early training. It had to be acquired by practice. So it should be with the typist.

Every gain in either control (accuracy) or power (speed) must be paid for in the most faithful kind of practice. If you are practicing for accuracy, use a great deal of new matter. When practicing to increase speed, use much repeated matter. Striving for great speed and making many errors is building up a set of responses in the mental, nervous, and muscular equipment that will play you false when you are in a critical place. When you find you are making errors, you should slow up, get your control back, and then continue. Trying to make up lost ground by speeding up beyond your normal ability to write accurately is as unwise as it is for the autoist to exceed the speed limit. Careless practice will reduce one's skill to write well. Be consistent in your practice. It is more productive of results to practice 15 minutes every day than an hour twice a week.

(Begin again at the beginning if time has not been called.)

TEST 2

BUSINESS LETTER TEST

DIRECTIONS: Write the following letter on regular $8\frac{1}{2} \times 11$ inch paper, placing it evenly (top and bottom, right and left) on the page. You will be given 25 minutes to write the letter and you are to make but one attempt—NO STARTS AND STOPS, AND STARTING OVER AGAIN. Do not ask questions of your neighbor.

FOLLOW CAREFULLY THE INSTRUCTIONS THAT ARE GIVEN BELOW.

Use a 50-space line. Write the letter single-spaced, double spacing between paragraphs. Use open punctuation in the Heading and Address.

For the Heading use Chicago, Illinois, and the current date. Write the Heading with the city and state on the same line, beginning at 40 on the scale. Write the current date a single space below these, beginning at 45 on the scale. Space down six single line spaces and write the first line of the Address. A single space below and five spaces from the margin, write the second line of the Address. A single space below and ten spaces from the margin, write the third line of the Address, which is Madison, Wisconsin. A double space below the Address, write the Salutation on the margin; a double space below the Salutation begin the body of the letter, indenting the paragraphs five spaces; and use single-spacing for the body and double spacing between paragraphs. At the conclusion of the body of the letter, write the Complimentary Close a double space below and at 35 on the scale. A double space below the Complimentary Close and at 40 on the scale, write the company name in capitals. Four spaces below this and at 45 write Service Department. A single space below and on the left margin write in capitals the initials of the dictator and the stenographer, separating them with a colon.

No erasures or corrections are to be made and but one attempt.

¶ Mr. Sidney L. Greeley, 223 Clifford Court, Madison, Wisconsin. Dear Mr. Greeley: We take pleasure in announcing the appointment of Mr. R. M. Bartelt, of Chicago, as manager of our Madison office. ¶ Mr. Bartelt is undoubtedly well known to you, as for nearly ten years he has been associated with the management of the Wisconsin activities of our company. ¶ Bloom-Greenbaugh Company appreciates your past patronage and solicits a continuance of your business. We are constantly alert to ways and means of giving our customers the best possible service and are always broadening our activities to meet their needs. ¶ Through Mr. Bartelt we offer you the entire investment facilities of our house, both in advising you and in handling the sale of your securities advantageously if a trade would prove profitable. He will be glad to cooperate with you in every way possible in the handling of your investment requirements. ¶ We hope that we may have the pleasure of serving you. Yours very truly, BLOOM-GREENBAUGH COMPANY, Service Department. (170 words)

The dictator of the letter is Mr. A. T. Bloom, and his stenographer is Ethel Waters.

TEST 3

COMPLETION TEST

DIRECTIONS: In the column at the right are 30 names of parts of the typewriter listed alphabetically. In the blank space in each statement at the left, place the number that appears before the part of the typewriter which you would use. Thus "7" has been placed in the sample exercise below, as the right cylinder knob is used to insert paper, and as "7" is the number appearing before "Cylinder knob."

SAMPLE: The right 7 is used to insert the paper.

You will be given 15 minutes to complete this test.

- | | |
|---|--------------------------|
| 1. The hold the paper firmly against the cylinder. | 1. Back spacer |
| 2. The paper lies against the while in the machine. | 2. Bell |
| 3. The indicates that a line is nearly completed. | 3. Card holder |
| 4. Paper will not feed into the machine if the is depressed. | 4. Carriage |
| 5. In placing paper in the machine for writing, the is twirled away from the operator. | 5. Carriage release |
| 6. The is used to throw the carriage at the end of each line. | 6. Cylinder |
| 7. The regulates the spacing between lines. | 7. Cylinder knob |
| 8. The is used to space between words. | 8. Finger keys |
| 9. The are used to regulate the length of lines. | 9. Front scale |
| 10. The is used to indent paragraphs. | 10. Keyboard |
| 11. The is always thrown, never pulled back, at the end of each line. | 11. Line space gauge |
| 12. The consists of 42 keys. | 12. Line space lever |
| 13. The directs the paper into the machine. | 13. Margin stops |
| 14. The are used to capitalize. | 14. Margin stop release |
| 15. The disengages the line space gauge to write on ruled paper or between lines. | 15. Paper clamps |
| 16. The is used to write a line of capitals. | 16. Paper-edge guide |
| 17. The permits writing outside the margins without changing or readjusting the margin stops. | 17. Paper release |
| 18. The is used for measuring the length of typewritten lines, for setting margin stops, and for setting the carriage at any given point. | 18. Paper rest |
| 19. The is used to bring the carriage back a few spaces. | 19. Ribbon |
| 20. The is used to move the carriage back many spaces. | 20. Ribbon key |
| 21. The is used to remove the paper from the machine. | 21. Ribbon spools |
| 22. The paper is rolled around the while in the machine. | 22. Shift keys |
| 23. The is used to change from the upper to the lower edge of the ribbon. | 23. Shift lock |
| 24. The will firmly hold stiff paper or cards in place for writing. | 24. Space bar |
| 25. The are in the type basket. | 25. Stencil lever |
| | 26. Tabulator key |
| | 27. Tabulator rack |
| | 28. Type bars |
| | 29. Type guide |
| | 30. Variable line spacer |

TEST 4

A PLACEMENT TEST

DIRECTIONS: Write the following article on regular $8\frac{1}{2} \times 11$ inch paper, following the directions specifically to insure correct placement and form. You will be given 25 minutes to write the article. You are to make but one attempt—NO STARTS AND STOPS, AND STARTING OVER AGAIN. Do not ask questions of your neighbor.

FOLLOW CAREFULLY THE INSTRUCTIONS GIVEN BELOW.

Use a 40-space line. Write the article double spaced with four spaces between the title and the article. Write the title in all capitals.

Use the following plan to place the article correctly up and down on the sheet: Count the number of lines the article contains. Add to this the title. Add to this one less than the number of lines for the space required by the double space between lines. Add three for the space between the title and the article. You should have as a result one of the following numbers—28, 29, 30, 31. There are 6 single line spaces to an inch, and since your paper is 11 inches long, it contains 66 line spaces. Subtract this number—28, 29, 30, or 31—from 66 and you have the number of blank spaces for the top and bottom. Divide this number by two and you will have the number of line spaces to make at the top before writing the title. If this be an odd number, like 27, put the extra line space at the top of the article, as 14 top and 13 below. Space down from the top margin of the paper and write the title, then continue with the article. Write it line for line as given below.

MY SYMPHONY

To live content with small means;
to seek elegance rather than luxury,
and refinement rather than fashion; to
be worthy, not respectable and wealthy,
not rich; to study hard, think quietly,
talk gently, act frankly; to listen to
stars and birds, to babes and sages,
with open heart; to bear all cheerfully,
do all bravely, await occasions, hurry
never; in a word, to let the spiritual,
unbidden, and unconscious grow up through
the common; this is my symphony.

—Channing.

TEST 5

CENTERING TEST

DIRECTIONS: Write the following Shakespearian titles on regular 8½ x 11 inch paper. Write each title in all capitals. Center each title in the line. Separate them by four single line spaces. Start the first title 17 single line spaces from the top. This should equalize the space top and bottom.

You will be given 20 minutes to write the exercise. You are to make but one attempt. **DO NOT STOP AND START AGAIN.** Do not ask questions of your teacher or neighbors.

Macbeth

Julius Caesar

Romeo and Juliet

The Merchant of Venice

A Midsummer Night's Dream

Much Ado About Nothing

King Henry VIII

Twelfth Night

Hamlet

COMMERCIAL EDUCATION SURVEY TESTS

SENIOR TYPEWRITING

Prepared by

JANE E. CLEM

State Teachers College

Whitewater, Wisconsin

Name..... School.....
Date..... City.....
Age: Years..... State.....
High School Year..... Semester of Typing..... Teacher.....
Weeks of Typing..... Machine Used.....

GENERAL INSTRUCTIONS

1. Do not open this booklet until you are told to do so.
2. Be sure that your name and any other data asked for is written plainly on each test paper.
3. You will be tested in five different kinds of typewriting work. Do not inspect the tests until you are ready to write them.
4. Accuracy will count as much as speed.
5. Do not hurry to finish the tests. Work carefully and thoughtfully through them.

	Strokes per min.	Errors	Stroking Rcte	Score
Test 1—Standard Stroking Test—Part A				
Test 1—Standard Stroking Test—Part B				
Test 2—Business Letter Test				
Test 3—Multiple-Choice Test				
Test 4—Tabulation Test				
Test 5—Rough Draft Test				

DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO

TEST 1—STANDARD STROKING TEST—PART A

DIRECTIONS FOR THE TEST: Write the test on regular 8½ x 11 inch paper.

Set the machine as for a speed test: Margins for a 70-space writing line; tabulator to indent paragraphs five spaces; and line space regulator for DOUBLE SPACING.

DO NOT PRACTICE ON THE TEST BEFORE WRITING. Erasures or corrections are not allowed.

Upon the signal to begin, type the article as given, line for line, writing no faster than you can write accurately. Do not try to finish the whole article. Accuracy will count as much as speed.

STOP INSTANTLY WHEN THE SIGNAL IS GIVEN at the end of the time—5 minutes.

One of the first things a young man or woman should do is to develop a strong, pleasing personality. This can be done by building up the positive qualities of mind and character and eliminating the negative ones. It will require the study and growth of self—the education of all the finer impulses implanted within the soul. Personality is so intangible that it is difficult to define, but generally it is defined thus: Personality is that magnetic outward expression of one's inner life which radiates likeable, pleasing qualities. The young man or woman who would be successful in life must look to his personality as the source of his influence and the measure of his power.

The building of personality is largely in one's own hands. What today we build into thought and action, tomorrow becomes character and personality. Health, initiative, tact, kindness, sense of humor, integrity, morality, open-mindedness, cheerfulness, loyalty, neatness, courtesy, sympathy, courage are all elements of personality that may be built into ourselves, if we so desire. "A man creates himself by his own activity," which means that each individual is a candidate for personality.

The quality of the work one does will have a great deal to do with the quality of his life. If one's work quality is low, his character will be low, his standards low, and his ideals low. Form early the habit of insisting upon the best of which you are capable, demanding the highest, never accepting the lowest, and it will make all the difference between mediocrity or failure and a successful career. Much depends upon the spirit you bring to the task. When you put joy, energy, enthusiasm, and zeal into your work, you really grow and you lose the sense of hardness of the task. It is not necessary that one love his work to succeed at it, but there is no doubt that love applied to labor dignifies it, even may glorify it. It is said that love lubricates the whole human machine with the oil of cheerfulness, and is one of the influential factors of success in any calling, from bootblackening to railroad president. Whatever your work, be it high or low, learn to love it with all your might, for it will be a stepping-stone to something higher, if you are ambitious enough to make it so. Love of work robs it of most of its terrors and makes it a pleasure instead of a labor.

(Begin again at the beginning if time has not been called.)

TEST 1—STANDARD STROKING TEST—PART B

DIRECTIONS FOR THE TEST: Write the test on regular 8½ x 11 inch paper.

Set the machine as for a speed test: Margins for a 70-space writing line; tabulator to indent paragraphs five spaces; and line space regulator for DOUBLE SPACING.

DO NOT PRACTICE ON THE TEST BEFORE WRITING. Erasures or corrections are not allowed.

Upon the signal to begin, type the article as given, line for line, writing no faster than you can write accurately. Do not try to finish the whole article. Accuracy will count as much as speed.

STOP INSTANTLY WHEN THE SIGNAL IS GIVEN at the end of the time—5 minutes.

The quest of speed and accuracy must be pursued by both teacher and student working together intelligently with a steady, definite purpose as well as a knowledge of the necessary steps in the process. Accuracy is control, both mental and physical. Speed is power, flowing evenly and constantly through the fingers of the typist. Each aids the other. In the beginning of the learning, most of the effort of the learner should be given to getting control, for control gives poise. As control is gained, add power. Never sacrifice an ounce of control for a pound of power. Write as fast as you can accurately but never faster. It is better to write 40 perfect words in one minute than to write 50 words with one error.

Inaccuracy is costly of time, money, effort, and perhaps your position. The typist, therefore, should acquire accuracy, no matter what the cost, for he has a responsibility that is far from trivial. The training in accuracy should start at the beginning of the learning but not with perfect work required. Perfect technique and absolute mental control positively insure accurate work. These should be stressed with the keyboard learning and developed as the learner proceeds. They cannot be acquired if perfect writing is demanded.

What is the secret of the skill of the professional golfer? Perfect technique which produces perfect drives. Perfect technique was not a factor of his early training. It had to be acquired by practice. So it should be with the typist.

Every gain in either control (accuracy) or power (speed) must be paid for in the most faithful kind of practice. If you are practicing for accuracy, use a great deal of new matter. When practicing to increase speed, use much repeated matter. Striving for great speed and making many errors is building up a set of responses in the mental, nervous, and muscular equipment that will play you false when you are in a critical place. When you find you are making errors, you should slow up, get your control back, and then continue. Trying to make up lost ground by speeding up beyond your normal ability to write accurately is as unwise as it is for the autoist to exceed the speed limit. Careless practice will reduce one's skill to write well. Be consistent in your practice. It is more productive of results to practice 15 minutes every day than an hour twice a week.

(Begin again at the beginning if time has not been called.)

TEST 2

BUSINESS LETTER TEST

Write the following letter on regular 8½ x 11 inch paper, placing it evenly (top and bottom, right and left)

on the page. You will be given 30 minutes to write the letter and you are to make but ONE ATTEMPT. Do not ask questions of your neighbor. **YOU ARE NOT TO STOP AND START OVER AGAIN.**

FOLLOW CAREFULLY THE INSTRUCTIONS THAT ARE GIVEN BELOW.

Use a 65-space line. Write the letter single-spaced, double spacing between paragraphs. Use closed punctuation. The letter is given below without capital letters or sentences indicated, except where new paragraphs are to be begun. All commas have been supplied in the body of the letter.

As a Heading use only the current date, starting this at 50 on the scale. Use the semi-block letter form. Therefore, the lines of the Address should be blocked and the paragraphs indented 5 spaces. The Complimentary Close is blocked at 35 with the company signature and Department. Write the company name in capital letters and leave four spaces between it and the Department. Dictator initials will not be used, but use your own initials on the left margin for the stenographer.

Erasures or corrections are not to be made and but ONE ATTEMPT.

mr john e mckeever 108 esterley avenue whitewater wisconsin dear sir the buick motor company takes great pride in inviting you to inspect the new marquette—a new six built by buick already the new marquette has made a magnificent showing in this vicinity. The experience of twenty-five years of fine motor car manufacture has gone into the marquette all the evidences of buick manufacture are present in this fine car—the excellence of its materials—the precision of its workmanship—the inventiveness of buick engineers. The new marquette is a brilliant response to an obvious need the many millions of buick friends are certain to sound words of praise for the marquette they know that in the marquette, buick has built a car which stands alone as a performer in its price class many buick owners have decided that the happiest combination possible is a buick and a marquette side by side in their garages others who have always wanted a car of buick manufacture, at a lower price than buick, have found the marquette to be just what they desire. The new marquette is comfortable it is safe and powerful, easy to drive, nimble in traffic, and covers long distances with dispatch and finish it is the fastest, the most powerful, the most luxurious, and, in our opinion, the most beautiful car ever sold at a price so low. Try the marquette remember that it is backed by the same authorized service that has added to the pleasure of buick ownership for years. very truly yours, buick sales & service company, sales department

TEST 3

MULTIPLE-CHOICE TEST

DIRECTIONS: Read each statement and select the word or group of words which makes a correct statement. Write the number of the correct word or group of words with pen or pencil on the blank line. Time: 15 minutes.

EXAMPLE: A solid line is made by the use of b

- a. the hyphen
- b. the underscore
- c. the period

1. The Standard keyboard has
 a. 42 character keys.
 b. 38 character keys.
 c. 44 character keys.
2. The home position is on the
 a. Third row of keys.
 b. Second row of keys.
 c. First row of keys.
3. The space bar should be operated by
 a. Alternate thumbs.
 b. The first finger.
 c. The right thumb.
4. The carriage should be returned by
 a. Drawing it across.
 b. Throwing it with the carriage lever.
 c. Pushing it across and then spacing.
5. At the ends of sentences there should be
 a. One space.
 b. Two spaces.
 c. Three spaces.
6. The back spacer should be operated with
 a. The fourth finger.
 b. The second finger.
 c. The first finger.
7. Paragraphs should be indented
 a. Five spaces.
 b. Three spaces.
 c. Ten spaces.
8. The letter b is struck with
 a. The first finger of the left hand.
 b. The first finger of the right hand.
 c. The second finger of the left hand.
9. The apostrophe is used
 a. For quotation marks.
 b. To denote possession.
 c. To indicate seconds.
10. The typist should sit
 a. With one foot in advance of the other.
 b. With the feet together.
 c. With the feet resting on a round of the table.
11. The back spacer should be used
 a. To strike one letter over another and correct an error.
 b. To restrike a letter that failed to print.
 c. To return the carriage to the beginning of the line.
12. If the bell rings on the first letter of the word, it should be divided
 a. At the first space.
 b. At the second space.
 c. At the third space.
13. There are
 a. Five single line spaces to an inch.
 b. Six single line spaces to an inch.
 c. Eight single line spaces to an inch.
14. To write the "@"
 a. Use the right shift key.
 b. Use the left shift key.
 c. Shifting is not necessary.
15. When writing the Roman numeral one, use
 a. Small "i".
 b. Capital "I".
16. The colon is followed by
 a. One space.
 b. Two spaces.
17. If six words are omitted in a speed test, the writer should be charged
 a. With one error.
 b. With six errors.
18. When writing tabulated matter, it is best
 a. To write across columns by using the tabulator.
 b. To write a column at a time.
19. If five words are repeated in a speed test, the writer should be charged
 a. With one error.
 b. With five errors.
20. The semicolon is always followed by
 a. One space.
 b. Two spaces.
21. Figures are counted as words
 a. By groups of three.
 b. By groups of four.
22. The lines of a speed test can be no longer
 a. Than 75 spaces.
 b. Than 70 spaces.
23. The lines of a speed test can be no shorter
 a. Than 60 spaces.
 b. Than 50 spaces.
24. A shift-character changes an error if
 a. The letter is raised but all of it is clear.
 b. The letter is raised and the top is indistinct.

TEST 3 (CONTINUED)

12. If the bell rings on the first letter of the word *extreme*, it should be divided
 - a. Ex-treme.
 - b. Ext-reme.
 - c. Extr-eme.
13. The carriage scale of the pica-type machine has
 - a. Ten spaces to an inch.
 - b. Twelve spaces to an inch.
 - c. Fifteen spaces to an inch.
14. There are
 - a. Five single line spaces to an inch.
 - b. Six single line spaces to an inch.
 - c. Eight single line spaces to an inch.
15. To write the "@"
 - a. Use the right shift key.
 - b. Use the left shift key.
 - c. Shifting is not necessary.
16. When writing the Roman numeral one, use
 - a. Small "i".
 - b. Capital "I".
17. The colon is followed by
 - a. One space.
 - b. Two spaces.
18. If six words are omitted in a speed test, the writer should be charged
 - a. With one error.
 - b. With six errors.
19. When writing tabulated matter, it is best
 - a. To write across columns by using the tabulator.
 - b. To write a column at a time.
20. If five words are repeated in a speed test, the writer should be charged
 - a. With one error.
 - b. With five errors.
21. The semicolon is always followed by
 - a. One space.
 - b. Two spaces.
22. Figures are counted as words
 - a. By groups of three.
 - b. Regardless of the number of digits they contain.
23. The lines of a speed test can be no longer
 - a. Than 76 spaces.
 - b. Than 77 spaces.
24. The lines of a speed test can be no shorter
 - a. Than 60 spaces.
 - b. Than 61 spaces.
25. A shift character charges as an error if
 - a. The letter is raised but all of it is clear.
 - b. The letter is raised and the top is indistinct.

MULTIPLE-CHOICE TEST

EXAMPLE: A solid line is made by the use of
a. the paper
b. the underscore
c. the period

The Standard keyboard has
a. 48 character keys
b. 38 character keys
c. 44 character keys

The home position is on the
a. Third row of keys
b. Second row of keys
c. First row of keys

The space bar should be operated by
a. Alternate thumb
b. The first finger
c. The right thumb

The carriage should be returned by
a. Drawing it across
b. Throwing it with the carriage lever
c. Pushing it across and then up

At the ends of sentences there should be
a. One space
b. Two spaces
c. Three spaces

The back space should be operated with
a. The fourth finger
b. The second finger
c. The first finger

Paragraphs should be indented
a. Five spaces
b. Three spaces
c. Ten spaces

The letter h is struck with
a. The first finger of the left hand
b. The first finger of the right hand
c. The second finger of the left hand

The apostrophe is used
a. For quotation marks
b. To denote possession
c. To indicate seconds

The copyist should sit
a. With one foot in advance of the other
b. With the feet together
c. With the feet resting on a round of the table

The back space should be used
a. To strike one letter over another and correct
b. To retrace a letter that failed to print
c. To return the carriage to the beginning of the line

TEST 4

THE TABULATION TEST

Write the following data in tabulated form. You will be given 35 minutes to do the work and you are to make but ONE ATTEMPT. Do not stop and start over again. You are not to make erasures or corrections.

Read all the instructions given below before you begin the test.

Use regular $8\frac{1}{2} \times 11$ inch paper. Set the left margin stop at 8.

Center the first headline on the 18th single line space from the top of the page. Write it in capitals and underscore. Center the second headline a double space below the first heading and write it in capitals. Center the third headline a double space below the second heading and begin the first word with a capital letter.

Make the first line of horizontal ruling on the third single line space below the third headline. All horizontal lines may be ruled with the underscore on the shift of figure-6 key. The first vertical ruling should be one space to the left of the first column and the last vertical ruling should be at 73 on the scale. The other vertical rulings may be determined from the points of tabulation.

Allow a double space between the items and between the items and rulings with the following exceptions: (1) allow a single space between "Games" and "Won-Lost;" (2) allow a single space between "Won-Lost" and the second line of horizontal ruling; (3) allow a single space between the last line of tabulations and the bottom horizontal rule.

Set the tabulator stops for the columns of figures at the following points: 25, 34, 43, 54, and 66. Center the column heads in the spaces provided. Rule like the copy. The vertical lines should be ruled with pen or pencil.

MIDWEST COLLEGE CONFERENCE

BASKETBALL STANDINGS

Season 1929-1930

Colleges	Games		Per-centage	Total Points	Opponents' Points
	Won	Lost			
Carleton	7	0	1.000	260	141
Monmouth	5	1	.833	144	111
Beloit	5	2	.714	172	178
Knox	4	3	.571	170	194
Lawrence	3	3	.500	175	147
Ripon	4	4	.500	233	218
Coe	2	5	.286	191	205
Cornell	1	6	.143	149	191
Hamline	0	7	.000	183	302

ROUGH DRAFT TEST

Write the following letter on regular 8½ x 11 inch paper, placing it evenly (top and bottom, right and left) on the page. You will be given 30 minutes to write the letter. You are to work it out as you write, making but one copy—NO STARTS AND STOPS. Think, as you work. Do not ask questions of your neighbor or your teacher. Erasures or corrections are not to be made.

FOLLOW CAREFULLY THE INSTRUCTIONS AS GIVEN BELOW.

Use a 50-space line. Write the letter SINGLE-SPACED, double spacing between paragraphs. Use closed punctuation in the Heading and Address.

Make all corrections indicated. Begin the street address at 35. Write the city and state on a separate line, beginning at 40 on the scale. Write the date a single space below, beginning at 45 on the scale. Make six single line spaces and write the first line of the Address. Indent each line of the Address five spaces beyond the preceding one and single space them. Write the Complimentary Close a double space below the last line of the body of the letter and at 35 on the scale. A double space below it and at 40 on the scale, write the company name in all capitals. Four spaces below this and at 45 on the scale, write Manager. A single space below and on the left margin, write in capitals the initials of the dictator and stenographer, separating them with a colon.

spell out
1320 E. 57th Street

Chicago, Ill.

July 2, 1930.

Miss Margaret M. Walters,

The Gladstone Hotel,

6200 Kenwood Avenue,

Chicago, Ill.

Dear Miss Walters:

A specialist was required in the subject matter to write your thesis. A specialist is required in the form for the typing.

The department of education of the University of Chicago is particular about the most minute details of form. It specifies the capitalization, punctuation, and spacing of every part of a thesis from the indices to the bibliography and appendices. We are familiar with these requirements, as well as with those of the university and library.

This special knowledge is particularly valuable in putting your manuscript in correct typewritten form.

Whether on a first draft or on the final library copies, you may be sure that the work turned out by this office will be neatly and accurately typed, with clear carbons and in full conformance with all university requirements.

We hope that we may be of service to you in any Thesis, or Manuscript work of any kind. Our prices are standard. You may call at your convenience, day or evening.

Yours very truly,

STUDENTS' TYPING SERVICE

Manager.

vec-om

DENVER PUBLIC SCHOOLS

DENVER, COLORADO

CHARLES E. GREENE, SUPERINTENDENT

EMILY GRIFFITH OPPORTUNITY SCHOOL
THIRTEENTH AND WELTON STREETS
DENVER 4, COLORADO
HOWARD L. JOHNSON, PRINCIPAL
LOUIS A. MCELROY, ASSISTANT PRINCIPAL
HELEN D. REDFORD, ASSISTANT PRINCIPAL

October 25, 1944

Miss Jane E. Clem
State Teachers College
Whitewater, Wisconsin

Dear Miss Clem:

We shall appreciate your advising us whether your two excellent typewriting tests--Commercial Education Survey Senior and Junior Typewriting Tests--have validity and reliability coefficients established on them.

We are planning to conduct an experiment, teaching two groups of student typists to set up and turn out acceptable business letters by two different methods of instruction. We need suitable letter writing tests to measure the students at the start and again at the end of the course.

Under our plan, we expect to use your Junior Typing Test No. 1, A and B, as part of the job of establishing the equivalency of the two groups. We also plan to use Tests Nos. 2 and 5 in the Senior Test as part of the letter writing ability measurement before and after training.

Return envelope is attached for your convenience in reply.

Very truly yours,

Edna-Jean Hershey
Coordinator of
Business Education

EJH:h

STATE TEACHERS COLLEGE

Whitewater, Wisconsin

November 16, 1944

Miss Edna-Jean Hershey, Coordinator
Business Education Department
Opportunity School
13th and Welton Streets
Denver 4, Colorado

Dear Miss Hershey:

If you will refer to the report sheet which accompanies the Commercial Education Survey Typewriting Tests, you will notice the norms given for Test 1, Form A and B. These norms were established when the tests were standardized in 1931 as my Masters degree thesis in the School of Education at the University of Chicago. The norms on the other tests were tentatively set up pending the time I would standardize them from the results sent in.

The tests were given in 174 high schools of Wisconsin to 5,830 first-year and 2,703 second-year typing students. The coefficient of reliability was .6738 with a probable error of .07. This coefficient ranks the tests as about average as standardized tests. It also shows they are not of much value for measurement of individual pupils but are eminently satisfactory for survey purposes. Thus, they may be used to compare the achievement of one group with another but not for comparative work among individual pupils.

To establish their validity, the median rates for first year and second year were compared with the standards used by most teachers. The medians agreed with the first-year standards but fell below slightly for the second-year pupils. While the stroking rate is not the usual measure of typing rate, yet the stroke is a valid basis for scoring straight copy. In the other tests, the time limits are too liberal.

I trust I have given you the information you desired. If I can be of any further help, please write me again.

Yours very truly,

(Signed) JANE E. CLEM

C O P Y

STATE TEACHERS COLLEGE

Whitewater, Wisconsin

May 22, 1945

Miss Edna-Jean Hershey
Coordinator of Business Education
Opportunity School
Thirteenth and Welton Streets
Denver 4, Colorado

Dear Miss Hershey:

Your recent letter to the Public School Publishing Company has been sent me for reply. I am sorry I did not know you needed this additional information when I answered your other letter last fall.

The tentative medians given in the report sheet of the tests are for the Junior tests. Test 2--the Business Letter Test--of the Senior tests did not yield very reliable results because that particular test contained a typographical error in the instructions that interfered with the successful performance of the test. However, since the Junior and Senior Business Letter Tests were much alike, the norms should be about the same, so the lower norm for the Senior test would seem to be caused by this printer's error in the material.

All the tests, except the fifth, were first given as a survey in this state and were later published by the Public School Publishing Company. It is from the survey results that the tentative norms are obtained. The two stroking tests were standardized as the work for my Master's thesis in the School of Education of the University of Chicago. I rechecked all those tests for the standardization work but the tentative results on the other tests were made from the teachers checking, which of course would not be uniform.

Enclosed I am sending you a copy of the data from the report of the survey. I would like to send you a copy of the report but no more are available. This will give you the information you have asked for plus some other data that may be of interest.

Yours very truly,

Jane E. Clem
Head of Typing Department

Copy of enclosure accompanying Miss Clem's letter of
May 22, 1945.

<u>Juniors</u>	<u>Test 2</u>	<u>Test 3</u>	<u>Test 4</u>
No. of scores	4761	4679	4754
Mean	17.24	19.9	22.55
Median	20.1	20.3	23.1
Standard Deviation	4.3	3.1	2.7
Quartile	2.9	2.2	1.325

<u>Seniors</u>			
No. of scores	2246	2268	2263
Mean	13.58	20.07	20.47
Median	15.14	20.25	21.44
Standard Deviation	3.6	2.83	4.2
Quartile	3.54	1.65	2.34

TEACHER'S MANUAL AND KEY
for
COMMERCIAL EDUCATION SURVEY TESTS
JUNIOR AND SENIOR TYPEWRITING

By JANE E. CLEM
State Teachers College, Whitewater, Wisconsin

Test 1

Junior and
Senior Typewriting

THE STANDARD STROKING TEST

The first test is to determine the student's stroking rate. Each part is to be given just as the regular speed tests, except that the student may write the copy line for line as it is and the test is for five (5) minutes. It must not be practiced before writing.

Two parts are provided. These should not be written on the same day but should be given a day or two apart. Give Part A first because it is the easier test.

Read the directions carefully before the class hour so there will be no difficulty in correctly administering the tests.

DIRECTIONS FOR SCORING

Teachers should read the tests through and carefully check the errors. Each incorrect letter or stroke is an error; that is, any stroke which is not like the copy is incorrect. Use the International Typewriting Rules, if further information is necessary to determine what constitutes an error. There may be as many errors as there are strokes in the word. If the same number of words has not been written to the line as in the copy, this shall not be charged as an error.

The number of strokes per minute may be determined from the copy of the tests on the next two pages. The strokes per minute are given under each word. The number under the last complete word written by the student is the number of strokes per minute he has written. For example, if the last word written were "personality" at the end of the second paragraph in Part A, the total strokes per minute would be 239. If any words or letters were repeated, or inserted, correct the number of strokes per minute by adding 1 stroke per minute for each 5 strokes repeated in the five minutes; that is, if a word of five letters were repeated, then the strokes per minute would be corrected 1 stroke or would be 240. If any words or letters were omitted, correct the number of strokes per minute by subtracting 1 stroke per minute for each 5 strokes omitted; that is, if a word of five letters were omitted, then the strokes per minute would be 238 instead of 239. If less than 5 strokes be inserted, omitted, or repeated, each stroke is charged as an error and the total strokes per minute are not changed.

If no errors have been made, then the total strokes per minute would be also the net strokes or stroking rate. For each error or incorrect stroke, subtract 10 from the total strokes per minute. Using the example given above, the stroking rate would be 239 strokes per minute, if the writing were without error. If there had been one incorrect stroke, then the stroking rate would be 229; and if two incorrect strokes, then 219 strokes per minute.

In formula form: Strokes per Minute minus (Errors x 10) equals Stroking Rate.

STANDARD STROKING TEST—PART A

One of the first things a young man or woman should do is to
 1 2 3 4 5 6 7 8 9 10 11 12 13
 develop a strong, pleasing personality. This can be done by building
 14 15 16 18 20 21 22 23 24 25 26
 up the positive qualities of mind and character and eliminating the
 27 28 29 31 32 33 34 35 37 39 40
 negative ones. It will require the study and growth of self—the
 42 43 44 45 46 47 48 49 51 52 53 54
 education of all the finer impulses implanted within the soul.
 55 56 57 58 59 61 63 64 65 66
 Personality is so intangible that it is difficult to define, but
 68 69 70 72 73 74 75 76 77 78 79
 generally it is defined thus: Personality is that magnetic outward
 81 82 83 84 86 88 89 90 92 93
 expression of one's inner life which radiates likeable, pleasing
 95 96 97 98 100 101 103 105 107
 qualities. The young man or woman who would be successful in life
 109 110 111 112 113 114 115 116 117 118 119 120
 must look to his personality as the source of his influence and the
 121 122 123 124 125 126 127 128 129 130 132 133 134
 measure of his power.
 135 136 137 138

The building of personality is largely in one's own hands. What
 139 141 142 144 145 146 147 148 149 151 152
 today we build into thought and action, tomorrow becomes character and
 153 154 155 156 157 158 160 162 163 165 166
 personality. Health, initiative, tact, kindness, sense of humor,
 168 170 173 174 176 177 178 179
 integrity, morality, open-mindedness, cheerfulness, loyalty, neatness,
 181 183 185 187 189 191 193
 courtesy, sympathy, courage are all elements of personality that may
 195 197 199 200 201 202 203 205 206 207
 be built into ourselves, if we so desire. "A man creates himself by
 208 209 210 212 213 214 215 216 217 218 219 221 222
 his own activity," which means that each individual is a candidate for
 223 224 225 226 228 229 230 232 233 234 235 236
 personality.
 239

The quality of the work one does will have a great deal to do
 240 241 242 243 244 245 246 247 248 249 250 251 251
 with the quality of his life. If one's work quality is low, his
 252 253 254 255 256 257 258 259 261 262 263 264 265
 character will be low, his standards low, and his ideals low. Form
 266 267 268 269 270 272 273 274 275 276 277 278
 early the habit of insisting upon the best of which you are capable,
 279 280 281 282 284 285 286 287 288 289 290 291 292
 demanding the highest, never accepting the lowest, and it will make
 294 295 297 298 300 301 302 303 304 305 306
 all the difference between mediocrity or failure and a successful
 307 308 310 311 313 314 315 316 317 319
 career. Much depends upon the spirit you bring to the task. When you
 321 322 323 324 325 326 327 328 329 330 331 332 333
 put joy, energy, enthusiasm, and zeal into your work, you really grow
 334 335 337 339 340 341 342 343 344 345 346 347
 and you lose the sense of hardness of the task. It is not necessary
 348 349 350 351 352 353 354 355 356 357 358 359 360 361
 that one love his work to succeed at it, but there is no doubt that
 362 363 364 365 366 367 368 369 370 371 372 373 374 375
 love applied to labor dignifies it, even may glorify it. It is said
 376 377 378 379 381 382 383 384 386 387 388 389
 that love lubricates the whole human machine with the oil of cheer-
 390 391 393 394 395 396 398 399 400 401 402 403
 fulness, and is one of the influential factors of success in any
 404 405 406 407 408 410 411 412 414 415 416
 calling, from bootblackening to railroad president. Whatever your
 417 418 419 421 422 423 426 428 429
 work, be it high or low, learn to love it with all your might, for it
 430 431 432 433 434 435 436 437 438 439 440 441 442 443 443
 will be a stepping-stone to something higher, if you are ambitious
 444 445 446 447 448 449 451 452 453 454 455 457
 enough to make it so. Love of work robs it of most of its terrors
 458 459 460 461 462 463 464 464 465 466 466 467 468 469 470
 and makes it a pleasure instead of a labor.
 471 472 473 474 475 476 477 478 479

STANDARD STROKING TEST—PART B

The quest of speed and accuracy must be pursued by both teacher and student working together intelligently with a steady, definite purpose as well as a knowledge of the necessary steps in the process. Accuracy is control, both mental and physical. Speed is power, flowing evenly and constantly through the fingers of the typist. Each aids the other. In the beginning of the learning, most of the effort of the learner should be given to getting control, for control gives power. As control is gained, add power. Never sacrifice an ounce of control for a pound of power. Write as fast as you can accurately but never faster. It is better to write 40 perfect words in one minute than to write 50 words with one error.

Inaccuracy is costly of time, money, effort, and perhaps your position. The typist, therefore, should acquire accuracy, no matter what the cost, for he has a responsibility that is far from trivial. The training in accuracy should start at the beginning of the learning but not with perfect work required. Perfect technique and absolute mental control positively insure accurate work. These should be stressed with the keyboard learning and developed as the learner proceeds. They cannot be acquired if perfect writing is demanded. What is the secret of the skill of the professional golfer? Perfect technique which produces perfect drives. Perfect technique was not a factor of his early training. It had to be acquired by practice. So it should be with the typist.

Every gain in either control (accuracy) or power (speed) must be paid for in the most faithful kind of practice. If you are practicing for accuracy, use a great deal of new matter. When practicing to increase speed, use much repeated matter. Striving for great speed and making many errors is building up a set of responses in the mental, nervous, and muscular equipment that will play you false when you are in a critical place. When you find you are making errors, you should, slow up, get your control back, and then continue. Trying to make up lost ground by speeding up beyond your normal ability to write accurately is as unwise as it is for the autoist to exceed the speed limit. Careless practice will reduce one's skill to write well. Be consistent in your practice. It is more productive of results to practice 15 minutes every day than an hour twice a week.

STANDARD STROKING TEST—PART B

THE BUSINESS LETTER TESTS

The purpose of these tests is two-fold: first, to test the students' ability to follow instructions; and second, to be of instructional value to the students in their business letter work.

Be sure that you understand the instructions before beginning the work of administering the test. Read through the entire set of instructions with the students but **DO NOT READ THE LETTER**. Answer any questions regarding a misunderstanding of the instructions, but do not attempt to supply further information.

Now, have the students insert in their machines a sheet of regular $8\frac{1}{2} \times 11$ inch paper. Give the signal to begin and count time from then. Call time at the end of 25 minutes for the Juniors and 30 minutes for the Seniors, whether they have finished or not.

Carefully check all errors made in the letter, using as a key the model letters given on pages 5 and 6 of this manual. Use the following scheme for scoring the tests of both the Junior and Senior typists, except Test 1 for stroking rate and Test 3.

Classify the errors made as correctable and uncorrectable. The perfect score shall be 25. From this score of 25, deduct 1 for each correctable error, 2 for each uncorrectable error, and 3 for each line left off in an uncompleted letter. There should be no difficulty in distinguishing a correctable error from an uncorrectable error. A correctable error is any error that could have been easily corrected by a neat erasure. For example, any incorrectly written letter or character. An uncorrectable error is an error that could not have been easily corrected by a neat erasure. For example, if words be inserted, repeated, or omitted, if lines are indented that should not be, if incorrect indentations are made, if the letter is too high or low on the page, or if the right and left margins are unequal; each of these would charge one uncorrectable error and should make it easy to detect all other errors of this kind. Letters of a word may be neatly changed but a whole word is difficult to change. This may be used to distinguish between the correctable and uncorrectable error. If a letter has but one error and that be a wrong letter struck in a word, the letter would score 24; while if the letter were without error except that it was too high on the page, the score would be 23, because placement would be uncorrectable.

On pages 5 and 6 are model forms of the letters to be used to correct and score the tests:

Current Date

Chicago, Illinois
Current Date

Mr. Sidney L. Greeley
223 Clifford Court
Madison, Wisconsin

Mr. John E. McKeever,
108 Eaterly Avenue,
Whitewater, Wisconsin.

Dear Sir:

The Buick Motor Company takes great pleasure in announcing the appointment of Mr. R. M. Bartelt, of Chicago, as manager of our Madison office. The experience of twenty-five years of Buick has gone into the Marquette. All the evidences of Buick manufacture are in the Marquette. Mr. Bartelt is undoubtedly well known to you, as for nearly ten years he has been associated with the management of the Wisconsin activities of our company.

The new Marquette is a brilliant response to an obvious need. The management of Buick has always been alert to ways and means of giving our customers the best possible service and are always broadening our activities to meet their needs.

Through Mr. Bartelt we offer you the entire investment facilities of our house, both in advising you and in handling the sale of your securities advantageously if a trade would prove profitable. We will be glad to cooperate with you in every way possible in the handling of your investment requirements.

We hope that we may have the pleasure of serving you.

Yours very truly,

BLOOM-GREENBAUGH COMPANY

Service Department

ATB:EW

Current Date

Mr. John E. McKeever,
108 Esterly Avenue,
Whitewater, Wisconsin.

Dear Sir:

The Buick Motor Company takes great pride in inviting you to inspect the new Marquette--a new six built by Buick. Already the new Marquette has made a magnificent showing in this vicinity.

The experience of twenty-five years of fine motor car manufacture has gone into the Marquette. All the evidences of Buick manufacture are present in this fine car--the excellence of its materials--the precision of its workmanship--the inventiveness of Buick engineers.

The new Marquette is a brilliant response to an obvious need. The many millions of Buick friends are certain to sound words of praise for the Marquette. They know that in the Marquette, Buick has built a car which stands alone as a performer in its price class. Many Buick owners have decided that the happiest combination possible is a Buick and a Marquette side by side in their garages. Others who have always wanted a car of Buick manufacture, at a lower price than Buick, have found the Marquette to be just what they desire.

The new Marquette is comfortable. It is safe and powerful, easy to drive, nimble in traffic, and covers long distances with dispatch and finish. It is the fastest, the most powerful, the most luxurious, and, in our opinion, the most beautiful car ever sold at a price so low.

Try the Marquette. Remember that it is backed by the same Authorized Service that has added to the pleasure of Buick ownership for years.

Very truly yours,

BUICK SALES & SERVICE COMPANY

Sales Department

COMPLETION TEST

The instructions for the completion test are very clear. The key that follows may be used for checking. Score the test on the number right. Thus, a perfect score would be 25.

1. 15	6. 12	11. 4	16. 23	21. 17
2. 18	7. 11	12. 10	17. 14	22. 6
3. 2	8. 24	13. 16	18. 9	23. 20
4. 17	9. 13	14. 22	19. 1	24. 3
5. 7	10. 26	15. 30	20. 5	25. 28

MULTIPLE-CHOICE TEST

Score the test on the number right.

1. a	6. a	11. b	16. b	21. a
2. b	7. a	12. a	17. b	22. a
3. c	8. a	13. a	18. b	23. a
4. b	9. b	14. b	19. a	24. b
5. b	10. a	15. b	20. a	25. b

A PLACEMENT TEST

The instructions for this test should be followed as suggested for Test 2—the Business Letter Tests. Use the scoring plan suggested on page 4 of this manual: From the perfect score of 25 deduct 1 for each correctable error, 2 for each uncorrectable error, and 3 for each line left off in an uncompleted copy.

Be sure this test is written on regular 8½ x 11 inch paper. Since the article, "My Symphony," is to be written line for line as in the test, it is not necessary to give a model of it for correction work. Remember it is a Placement Test and if written too high or too low or too far to the right or left, each counts as an uncorrectable error.

THE TABULATION TEST

The instructions accompanying this test are so nearly complete that there is little else to give in the Manual, except to suggest that the examiner make himself thoroughly familiar with them before administering the test to the students. Be sure the students write the test on regular 8½ x 11 inch paper. All instructions for spacing are based on the standard pica type machine. All horizontal lines may be ruled with the underscore on the shift of figure-6 key. The vertical lines should be ruled with pen or pencil. If the work is correctly done, each column of figures will be written in the center of the ruled column and each column head will be properly centered within the ruled column. Insist upon there being no questions after the work on the test is begun. Allow 35 minutes to do the work.

Score the test by the plan suggested on page 4 of this manual: From the perfect score of 25, deduct 1 for each correctable error, 2 for each uncorrectable error, and 3 for each line left off in an uncompleted copy.

The model on page 8 may be used for checking the tests:

COMPLETION TEST

The instructions for the completion test are very clear. The key that follows may be used for checking. Score on the number right. Thus, a perfect score would be 25.

17	21	23	16	4	11	12	6	15	1
6	22	14	17	10	12	11	7	16	2
20	23	9	18	13	13	12	8	17	3
3	24	1	19	14	14	13	9	18	4
28	25	8	20	15	15	14	10	19	5

MIDWEST COLLEGE CONFERENCE

BASKETBALL STANDINGS

Season 1929-1930

Colleges	Games		Per-centage	Total Points	Opponents' Points
	Won	Lost			
Carleton	7	0	1.000	260	141
Monmouth	5	1	.833	144	111
Beloit	5	2	.714	172	178
Knox	4	3	.571	170	194
Lawrence	3	3	.500	175	147
Ripon	4	4	.500	233	218
Coe	2	5	.286	191	205
Cornell	1	6	.143	149	191
Hamline	0	7	.000	183	302

THE TABULATION TEST

The instructions accompanying this test are so nearly complete that there is little else to give in the Manual, except to suggest that the examiner make himself thoroughly familiar with them before administering the test to the student. He must write the test on regular 8 1/2 x 11 inch paper. All instructions for spacing are given on the standard piece type machine. All horizontal lines may be ruled with the underwriter on the left. The vertical lines should be ruled with pen or pencil. If the work is correctly done each column of figures will be written in the center of the ruled column and each column head will be properly centered above the ruled column. Look upon these being no questions after the work on the test is begun. Allow 35 minutes to do the work.

Score the test by the plan suggested on page 4 of this manual: From the perfect score of 25, deduct 1 for each uncorrectable error, 2 for each uncorrectable error, and 3 for each line left off in an uncompleted copy.

The model on page 8 may be used for checking the test.

1320 East 57th Street,
Chicago, Illinois
July 2, 1931.

Test 5

Miss Margaret M. Walters,
The Gladstone Hotel,
8200 Kenwood Avenue,
Chicago, Illinois.

Senior Typewriting

Dear Miss Walters:

THE ROUGH DRAFT TEST

Teachers should be sure they understand the instructions before beginning the work of administering the test. Read through the entire set of instructions with the students but **DO NOT READ THE ROUGH DRAFT**. Answer any questions regarding a misunderstanding of the instructions, but do not attempt to supply further information or answer questions on the reading of the draft.

Next have the students insert in their machines a sheet of regular $8\frac{1}{2} \times 11$ inch typewriting paper. Give the signal to begin and count time from then. Call time at the end of 30 minutes, whether the students have finished or not.

Carefully check all errors made in the letter, using as a key the model letter given on page 10 of this manual. Use the scheme for scoring suggested on page 4 of this manual. Classify the errors made as correctable and uncorrectable. The perfect score shall be 25. From this score of 25, deduct 1 for each correctable error, 2 for each uncorrectable error, and 3 for each line left off in an uncompleted letter.

We hope that we may be of service to you in any theme, thesis, or manuscript work of any kind. Our prices are standard. You may call at your convenience, day or evening.

Yours very truly,

STUDENTS' TYPING SERVICE.

Manager.

1320 East 57th Street,
Chicago, Illinois,
July 2, 1931.

Miss Margaret M. Walters,
The Gladstone Hotel,
6200 Kenwood Avenue,
Chicago, Illinois.

Dear Miss Walters:

A specialist in the subject matter was required to write your thesis. A specialist in the form is required for the typing.

The Department of Education of the University of Chicago is particular about the most minute details of form. It specifies the capitalization, punctuation, and spacing of every part of a thesis from the indices to the bibliography and appendix. We are familiar with these requirements, as well as with those of the university and library.

This special knowledge is particularly valuable in putting your manuscript in correct typewritten form. Whether on a first draft or on the final library copies, you may be sure that the work turned out by this office will be neatly and accurately typed, with clear carbons and in full conformance with all university requirements.

We hope that we may be of service to you in any theme, thesis, or manuscript work of any kind. Our prices are standard. You may call at your convenience, day or evening.

Yours very truly,

STUDENTS' TYPING SERVICE,

Manager.

VEC:CM

CENTERING TEST

Teachers should be sure they understand the instructions before beginning the work of administering the test. Read the entire set of instructions with the students but do not discuss the methods of centering headlines. Answer any questions regarding a misunderstanding of the instructions, but do not attempt to supply further information.

Then have the students insert in their machines a sheet of regular $8\frac{1}{2}$ x 11 inch typewriting paper. Give the signal to begin and count time from then. Call time at the end of 20 minutes, whether the students have finished or not.

Carefully check all errors made in the exercise, using as a key the model exercise given on page 11. Use the same plan for scoring suggested on page 4 of this manual. Classify the errors made as correctable and uncorrectable. The perfect score shall be 25. From this score of 25, deduct 1 for each correctable error, 2 for each uncorrectable error, and for each line left off in an uncompleted exercise. Remember that placement and centering of the headlines are very important in this test and each count as uncorrectable errors. Incorrect spacing between lines would also be an uncorrectable error.

CENTERING TEST

MACBETH

JULIUS CAESAR

ROMEO AND JULIET

THE MERCHANT OF VENICE

A MIDSUMMER NIGHT'S DREAM

MUCH ADO ABOUT NOTHING

KING HENRY VIII

TWELFTH NIGHT

HAMLET

AMERICAN COUNCIL ON EDUCATION
COOPERATIVE ENGLISH TEST
TEST A: MECHANICS OF EXPRESSION
FORM T

by
GERALDINE SPAULDING, Cooperative Test Service
with the editorial assistance of

BASIL G. MESERVE, Moses Brown School; RUTH SETTERBERG, Minneapolis Public Schools; RUTH A. STEWART, Newark Public Schools;
and HELEN H. STOCKTON, Philadelphia Public Schools



Please print:

Name..... Date.....
Last First Middle
Grade or Class..... Age..... Date of Birth.....
Yrs. Mos.
School or College..... City..... Sex..... M. or F.
Title of the English course you are now taking..... Instructor.....

General Directions: Do not turn this page until the examiner tells you to do so. This examination consists of three parts, and requires 40 minutes of working time. The directions for each part are printed at the beginning of the part. Read them carefully, and proceed at once to answer the questions. **DO NOT SPEND TOO MUCH TIME ON ANY ONE ITEM. ANSWER THE EASIER QUESTIONS FIRST;** then return to the harder ones if you have time. There is a time limit for each part. You are not expected to answer all the questions in any part in the time limit; but if you should, go on to the next part. If you have not finished Part I when the time is up, stop work on that part and proceed at once to Part II. If you finish the last part before the time is up, you may go back and work on any part. No questions may be asked after the examination has begun. You may answer questions even when you are not perfectly sure that your answers are correct, but you should avoid **wild** guessing, since wrong answers will result in a subtraction from the number of your correct answers.

Part	Minutes
I. Grammatical Usage	15
II. Punctuation and Capitalization	15
III. Spelling	10
Total	40

Scaled Score	Percentile

PART I: GRAMMATICAL USAGE

(15 minutes)

Directions: Read each sentence and decide whether there is an error in usage in any of the underlined parts of the sentence. If so, note the number printed under the **wrong** word or phrase, and put this number in the parentheses at the right. If there is **no** usage error in the sentence, put a zero (0) in the parentheses.

No sentence has more than one error, and some sentences do not have any errors. The sentences are to be judged on the basis of suitable usage for general written English.

Samples:

8. He says that he ain't coming home with us today. 8(2)
 1 2 3 4

In this sentence, ain't is wrong. The number printed below this word, 2, is therefore written in the parentheses.

9. She isn't ready to go home. 9(0)
 1 2 3 4

In this sentence, there is no error in any of the underlined words. A zero is therefore written in the parentheses.

1. Tom spent that summer at the beach, where him and one of his classmates were employed as life guards. 1()
 1 2 3 4
2. They're grateful to him because he gave them help when they was in need of it. 2()
 1 2 3 4
3. She thinks George, not you, is the one who sent her them flowers. 3()
 1 2 3 4
4. A committee of the dramatic club is said to have chose a very interesting play for presentation in May. 4()
 1 2 3 4
5. Let them stay a little longer if they want to; let's us go home. 5()
 1 2 3 4
6. Twenty years ago he seen the danger of this course of action and warned against it. 6()
 1 2 3 4
7. I was not completely convinced by his insisting that it was them who were to blame. 7()
 1 2 3 4
8. He attributes his success to his custom of delegating as much authority as possible to people in who he
 1 2 3 4
 has confidence. 8()
9. We stopped at the next roadside stand we came to and John he went inside to get some sandwiches. 9()
 1 2 3 4
10. He could have taken part in the final match if he hadn't of been defeated in the preliminary contest. 10()
 1 2 3 4
11. Something is got to be done immediately, for the situation is becoming worse, and there may not be
 1 2
 another opportunity to correct these conditions. 11()
 3 4
12. A few days before the time that us employes had chosen for our annual picnic, a committee was appointed
 1 2 3 4
 to make the necessary arrangements. 12()
13. Mr. Green, like many others, has approached us on this question, but Alice and me really don't have
 1 2 3 4
 anything to do with it. 13()
14. When we were about three mile from the farm, a tire blew out, and we had to stop to put on the
 1 2 3 4
 spare tire. 14()
15. Before beginning to mix a cake, you should assemble all the ingredients that is called for in the recipe. 15()
 1 2 3 4
16. The engine of the wrecked plane had tore loose from the fuselage and sunk in twenty feet of water. 16()
 1 2 3 4
17. Men at all times have felt the need to fashion for themselves some kind of creed to live by. 17()
 1 2 3 4

Go on to the next page.

18. The Amateur Athletic Union allows the payment of the contestants' hotel and traveling expenses, but doesn't permit no reimbursement for time lost from work. 18()
19. They have decided to hire women for the inspection of small parts, a job at which they have proved more efficient than the men who they replace. 19()
20. My brother is two years older than I, but I never have to wear his outgrown clothes because I am taller than him. 20()
21. He asked whether the situation would of improved or seemed different if they had been better informed. 21()
22. According to the seed catalogue, this here variety of beans is very well suited to the small vegetable garden. 22()
23. The pleasure he took in the work and the helpful experience were his main incentives, but of course the fifty dollars were no small prize. 23()
24. The ill-fated plane snapped off tree tops for nearly half a mile before it bursted into flames. 24()
25. If they would have known that the departure of all residents except wives and children of officers was entirely voluntary, they would have stayed. 25()
26. Most of this magazine is devoted to fiction, but there is usually two or three timely articles in each issue. 26()
27. Every man, whether citizen or alien, must register their name and other information at the local board. 27()
28. It was impossible to tell whom it was that had sent the package, as there was no return address on it. 28()
29. Since the meeting began so late, there will not be time to allow each of the members to express their own opinion. 29()
30. It seems to we radio listeners that too many of the best programs are presented at the same time, and that there are many evenings when very little of interest is on the air. 30()
31. Barrett always use to leave his office at about six o'clock, but when I got there that day his secretary told me he had gone home a little after four. 31()
32. The amount of our liabilities has increased considerable in the last few months, according to the treasurer, and there is some question whether we can continue. 32()
33. Perhaps the greatest merit of this novel lays in the development of the two main characters and the portrayal of their effect on each other. 33()
34. He had to postpone making the purchase on account of he didn't have sufficient cash at the time. . . . 34()
35. At this school for mountain boys and girls, the students pay for neither tuition or maintenance. . . . 35()

36. I remember thinking at the time that Dr. Robinson was coming to see my sister rather than me. . . . 36()
1 2 3 4
37. Twenty years ago there was more than fifty schooners sailing out of Boston with cargo for southern ports. 37()
1 2 3 4
38. Mother had dinner waiting for my brothers and I when we got home, although it was quite late when we arrived. . . . 38()
1 2 3 4
39. Today's announcement that mine fields have been laid around the off-shore islands was received with astonishment. . . . 39()
1 2 3 4
40. They had drunk the last drop of water, and some who had had no sleep for thirty-six hours couldn't hardly keep their eyes open. . . . 40()
1 2 3 4
41. In the last five years, the number of cattle owned by the Indians on this reservation have increased from 2,000 to more than 12,000. . . . 41()
1 2 3 4
42. In this group there are many British and Norwegian refugees, which have just begun to get accustomed to their new surroundings. . . . 42()
1 2 3 4
43. This affects you principally—at least more than it does Philip and I. . . . 43()
1 2 3 4
44. You hadn't ought to believe everything you see in print, as many rumors and unconfirmed reports are being published every day. . . . 44()
1 2 3 4
45. My father thinks that it would be best for my sister and I to stay at home this summer. . . . 45()
1 2 3 4
46. Last year, when we lived in the country, I use to take my dog for a run in the woods every day. . . . 46()
1 2 3 4
47. The old fellow was proud of the fact that he had not run for a train or swum a river or took a hike or done a bit of work in twenty years. . . . 47()
1 2 3 4
48. He told us that he expected to be able to report some progress in a week or two, but said that we hadn't ought to be too disappointed if a longer period was required. . . . 48()
1 2 3 4
49. The supply of golf balls laid in by the various dealers for the spring and winter trade are almost exhausted. 49()
1 2 3 4
50. The manager insists that either he or one of his clerks have to be on hand throughout the day in case of an urgent order. . . . 50()
1 2 3 4
51. We hoped to keep this matter secret while the acceptance of the new members were being considered. . . . 51()
1 2 3 4
52. From the mountains comes news of more avalanches, which have interrupted traffic and taken several lives. . . . 52()
1 2 3 4
53. Spring in Washington is a great time for tourists, especially school children, who swarm into the all ready crowded hotels of the capital. . . . 53()
1 2 3 4

54. Since everyone knows that my hobby is collecting postcards, each time that any one of my friends or relatives go on a trip, I am sure to receive at least one new postcard for my collection. 54()
55. I think that a person will probably remember a book they have read much longer than a movie on the same subject. 55()
56. The possibility of joint development of the resources of the Amazon and its tributaries by the United States and Brazil was the principle topic of discussion. 56()
57. The organ grinder's monkey graciously excepted the coins we children offered, and politely tipped his hat. 57()
58. This writer is one of the few authors of fiction who are distinguished for artistic integrity in the short story. 58()
59. Mr. Kraft, whom we later learned had been a farmer himself for many years, said that the production of truck crops in the past few months has been much better than last year. 59()
60. The experimental study and the occasional practical use of this vitamin during the past decade has given some promising results, but definite comment is withheld until additional data are available. 60()

PART II

PUNCTUATION AND CAPITALIZATION

(15 minutes)

Directions: In the passages below, at each place where there is a number below the line of text, decide what punctuation, if any, is needed there. At the right of that line, in the group numbered to correspond to the place in the text, locate the punctuation you consider correct for that place. ("N" means "no punctuation.") Write the **number** of the correct choice in the parentheses at the right, as in the sample.

Sample:

We came home yesterday
8

- 8-1 N
8-2 ,
8-3 ;8(1)

In the sample, at the place in the sentence marked 8, no punctuation is required. "N," meaning "no punctuation," is choice 1, so you would write 1 in the parentheses, as shown above. At the place marked 9, a period is needed. The period is choice 2, so you would write 2 in the parentheses.

An experiment in the growing of the guayule plant
1

- 1-1 N
1-2 ,
1-3 ;1()

which may eventually prove to be a very important
2

- 2-1 N
2-2 ,2()
3-1 N
3-2 ,3()

source of rubber is being
4

- 4-1 N
4-2 ,
4-3 ;4()

conducted at Salinas California.
5

- 5-1 N
5-2 ,5()

* * * * *

A number of trucks will today begin moving 750 tons
6

- 6-1 N
6-2 n's
6-3 ns'6()

of equipment and office records of the Employees Compensation Commission from Washington to its new head-
7

- 7-1 N
7-2 t's
7-3 ts'7()

Go on to the next page.

quarters in New York. This
agency which is the third
large government bureau to
be moved out of Washing-
ton to provide more space
for essential workers in the
nations capital will bring
500 employees. Although the
moving of the equipment
is scheduled for comple-
tion this week the em-
ployes will not begin work
here until next week for
it is realized that they
will need some time to get
settled.

* * * * *

Theres a short cut you
can take Mrs. Adams re-
plied if you turn off the
main highway just beyond
the church but I dont
think its a very good
road

17 18 19 20 21 22 23 24

can take Mrs. Adams re-
plied if you turn off the
main highway just beyond
the church but I dont
think its a very good
road

main highway just beyond
the church but I dont
think its a very good
road

the church but I dont
think its a very good
road

think its a very good
road

road

8-1 N
8-2 ,.....8()

9-1 N
9-2 ,.....9()

10-1 N
10-2 r's
10-3 rs'.....10()

11-1 N
11-2 n's
11-3 ns'.....11()

12-1 N
12-2 ,.....12()

13-1 N
13-2 ,.....13()

14-1 N
14-2 ,
14-3 ;.....14()

15-1 N
15-2 ,.....15()

16-1 N
16-2 ,
16-3 ;.....16()

17-1 N
17-2 ".....17()

18-1 N
18-2 e's
18-3 es'.....18()

19-1 ,
19-2 ,
19-3 ,
19-4 ,.....19()

20-1 ,
20-2 ,
20-3 ,
20-4 ,.....20()

21-1 N
21-2 ,.....21()

22-1 N
22-2 n't
22-3 nt'.....22()

23-1 N
23-2 t's
23-3 ts'.....23()

24-1 N
24-2 ,
24-3 ,.....24()

Thursday night February 25

16 the first total eclipse
26

of the moon for this year will

occur. Astronomers from the

Hayden Planetarium mem-
bers of the Amateur As-

tronomers Association and

several other groups have
established an observation

post near Westbury.

* * * * *

She stopped by the side

of the car and turned

to her companion I am
afraid that I cant of-

fer to give you a lift

Henry she said I have

to stop at my mothers

house and its likely that

she will want me to stay for

a while

37

25-1 N
25-2 ,.....25()

26-1 N
26-2 ,.....26()

27-1 N
27-2 ,.....27()

28-1 N
28-2 ,.....28()

29-1 N
29-2 ,.....29()

30-1 N
30-2 ,
30-3 ,
30-4 ,
30-5 ,.....30()

31-1 N
31-2 n't
31-3 nt'.....31()

32-1 N
32-2 ,
32-3 ,.....32()

33-1 ,
33-2 ,
33-3 ,
33-4 ,.....33()

34-1 ,
34-2 ,
34-3 ,
34-4 ,.....34()

35-1 N
35-2 r's
35-3 rs'.....35()

36-1 N
36-2 t's
36-3 ts'.....36()

37-1 N
37-2 ,
37-3 ,.....37()

Go on to the next page.

* * * * *

* * * * *

March is the month for	38-1 N	until this season any gar-	41-1 N
38	38-2 ,	41	41-2 ,
deciding if one is ever to	38-3 ;.....38()	dener who is a real en-	41-3 ;.....41()
39	39-1 N	42	42-1 N
decide whether or not to	39-2 ,.....39()	thusiast always starts plan-	42-2 ,.....42()
40	40-1 N	43	43-1 N
have a vegetable garden. Of	40-2 ,.....40()	ning his crops for next	43-2 ,.....43()
course only the laggard waits		year before this years har-	44-1 N
		44	44-2 r's
		vest is on the table.	44-3 rs'.....44()
		45	45-1 N
			45-2 ,.....45()

Directions: In the passages below, study each word that has a number printed under it, and decide whether the word should be capitalized. If you think the word should be capitalized, write **C** in the parentheses at the right opposite the number of the word; if you think the word should be written with a small letter, write **s** in the parentheses opposite the number of the word. Some words which should be capitalized do not have numbers under them. Do not worry about such words. You are to be concerned only with the numbered words.

Sample:

His name is henry. 8(s)
8 9 9(C)

Two offices in manhattan will
be open all day ¹ sunday, march
15, to receive income tax re- ² ³
turns and payments. a full staff ⁴
will be on hand at the head- ⁵
quarters for manhattan south of
twenty-third street, as well as ⁶
at the midtown office at 110 ⁷
east forty-fifth street. ⁸
⁹ In

In the book entitled "cortez
and the conquest of mexico," the
story is told of how a mere

1()	handful of spanish soldiers sailed	14()
2()	14 from cuba, landed on the mexi-	15()
3()	15 can coast, fought their way to	16()
4()	16 mexico city, took its ruler pris-	17()
5()	17 18 oner, and captured the city.	18()
6()	19 John walked to the door with	19()
7()	his guest. "let me know when	20()
8()	20 you are in town again, colonel	21()
9()	21 johnson," he said. "if I am not	22()
10()	22 23 at home, my cousin will know	23()
11()	24 where you can reach me."	24()
13()		

PART III: SPELLING

(10 minutes)

Directions: In each of the items below, a word is spelled in two ways. Choose the correct spelling of the word, and put its **number** in the parentheses at the right, as in the samples. In a few items, both spellings given may be wrong. If neither spelling is correct, the space for that item should be left blank.

Samples:

0-1 speling	14-1 hemisphere	29-1 syllable	45-1 aquainted
0-2 spelling.....0(2)	14-2 hemispere...14()	29-2 syllable.....29()	45-2 acquainted...45()
00-1 right	15-1 vegatable	30-1 asociacion	46-1 separate
00-2 rihgt.....00(1)	15-2 vegetable...15()	30-2 association...30()	46-2 seperate....46()
1-1 feild	16-1 asignment	31-1 analysis	47-1 consciousness
1-2 field.....1()	16-2 assignment...16()	31-2 annalysis...31()	47-2 consiousness 47()
2-1 cultivate	17-1 burglar	32-1 hygiene	48-1 preperatory
2-2 cultavate...2()	17-2 burgler....17()	32-2 hygene....32()	48-2 preparatory...48()
3-1 alternating	18-1 releive	33-1 vacancy	49-1 leasure
3-2 altarnating...3()	18-2 relieve.....18()	33-2 vacency....33()	49-2 leisure.....49()
4-1 destination	19-1 commission	34-1 mattress	50-1 tyranny
4-2 destanation...4()	19-2 comission...19()	34-2 matress.....34()	50-2 tyranny....50()
5-1 goverment	20-1 tresurer	35-1 defered	51-1 permenant
5-2 government...5()	20-2 treasurer....20()	35-2 deferred....35()	51-2 permanent...51()
6-1 quitely	21-1 scholarship	36-1 allusion	52-1 wheather
6-2 quietly.....6()	21-2 scholarship..21()	36-2 alusion.....36()	52-2 whether....52()
7-1 greif	22-1 circuit	37-1 ventalation	53-1 spontaneous
7-2 grief.....7()	22-2 circut.....22()	37-2 ventilation...37()	53-2 spontanious..53()
8-1 marrige	23-1 exercise	38-1 appreciate	54-1 recommend
8-2 mariage.....8()	23-2 excercise....23()	38-2 apreciate....38()	54-2 reccomend...54()
9-1 rural	24-1 imediately	39-1 neutrality	55-1 compel
9-2 rurel.....9()	24-2 immediately.24()	39-2 nutrality....39()	55-2 compell....55()
10-1 business	25-1 receivor	40-1 attendence	56-1 discription
10-2 buisness....10()	25-2 reciever....25()	40-2 attendance..40()	56-2 description..56()
11-1 unusal	26-1 sherrif	41-1 universaly	57-1 condense
11-2 unusual.....11()	26-2 sheriff.....26()	41-2 universally..41()	57-2 condence....57()
12-1 utilaty	27-1 secratary	42-1 excede	58-1 permissable
12-2 utility.....12()	27-2 secretary....27()	42-2 exceed.....42()	58-2 permissible..58()
13-1 elimenate	28-1 custody	43-1 comparitive	59-1 wintry
13-2 elliminate...13()	28-2 custedy.....28()	43-2 comparative.43()	59-2 wintry.....59()
		44-1 independence	60-1 symmetrical
		44-2 independance44()	60-2 symetrical...60()

Number wrong	0	2	5	8	11	14	17	20	23	26	29	32	35	38	41	44	47	50	53	56	59	62	65	68	71	74
Amount to be subtracted	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

77	80	83	86	89	92	95	98	101	104	107	110	113	116	119	122	125	128	131	134	137	140
79	82	85	88	91	94	97	100	103	106	109	112	115	118	121	124	127	130	133	136	139	+
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47

Number right _____

Subtract
(See table at left)

Raw Score = Difference _____

Scaled Score
(See table on key)

THE COÖPERATIVE TEST SERVICE

OF THE
AMERICAN COUNCIL ON EDUCATION



DIRECTIONS FOR USING THE COÖPERATIVE TESTS

TABLE OF CONTENTS

	PAGE
INTRODUCTION.....	2
DIRECTIONS FOR ADMINISTERING THE COÖPERATIVE TESTS	3
GENERAL DIRECTIONS.....	3
DIRECTIONS FOR ADMINISTERING WHEN ANSWERS ARE RECORDED IN BOOKLETS.....	3
Standard Procedure for Administering Tests Not Divided into Parts.....	3
Standard Procedure for Administering Tests Having Two or More Parts.....	4
Standard Procedure for Administering the Coöperative English Test, Forms 1937, O, and P.....	4
DIRECTIONS FOR ADMINISTERING WITH SEPARATE ANSWER SHEETS.....	5
Use of Practice Sheets.....	5
Standard Procedure for Administering Tests with Separate Answer Sheets.....	5
DIRECTIONS FOR SCORING THE COÖPERATIVE TESTS.....	7
DIRECTIONS FOR SCORING WHEN ANSWERS ARE RECORDED IN BOOKLETS.....	7
SPECIAL DIRECTIONS FOR SCORING THE COÖPERATIVE ENGLISH TEST, FORMS 1937, O, AND P.....	9
DIRECTIONS FOR SCORING SEPARATE ANSWER SHEETS.....	10
DIRECTIONS FOR TABULATING COÖPERATIVE TEST RESULTS.....	11
(including directions for filling out distribution sheets)	
DIRECTIONS FOR INTERPRETING COÖPERATIVE TEST RESULTS.....	14
THE SCALED SCORES.....	14
USE OF NORMS TABLES.....	14
SUGGESTED USES OF COÖPERATIVE TESTS.....	14
PRECAUTIONS TO BE OBSERVED IN USING TESTS AND TEST RESULTS.....	15
LIST OF DESCRIPTIVE AND INTERPRETATIVE PUBLICATIONS.....	Back cover

INTRODUCTION

The Coöperative Test Service of the American Council on Education is a nonprofit organization established through a subvention from the General Education Board. Its primary purpose is to make available to secondary schools and colleges the best instruments for the measurement of educational achievement that present knowledge and skill in test construction will permit, and also to promote the best interests of the testing and guidance movement by encouraging a more discriminating use of test results in adjusting educational procedures to the needs of individual students.

FEATURES OF THE COÖPERATIVE TESTS

Selection of Content. The Coöperative tests are constructed through the active collaboration of eminent scholars in the specific subjects and authorities on test construction, aided by reviewing committees and expert technical, statistical, and editorial services. The determination of specific content of the various tests is based on surveys of curriculum outlines and bulletins, textbook analyses, and consultation with specialists in the different subject-matter fields.

Experimental Tryouts. The questions used in the Coöperative tests are first tried out on large groups. The data thus obtained make it possible to choose for retention in the final forms only those items which discriminate adequately between good and poor students, and which give a satisfactory range and distribution of difficulty.

Tests in Two Different Lengths. The earlier forms of most of the Coöperative tests were 90-minute examinations. These forms bear yearly designations. Form 1937 was the last of these 90-minute tests in most fields. Although it is not at present planned to issue additional 90-minute forms, the earlier forms are kept in stock and are available for those who wish to use them.

Beginning in 1937, a revised series of 40-minute forms has been issued. These 40-minute forms bear letter designations: Revised Series Form N, O, P, Q. They are slightly less reliable than the longer tests, but are adequate for most purposes, and in many cases are more convenient to administer, as they fit into the usual school period.

Comparable Forms. The provision of a number of comparable forms of each test makes possible a record of the achievement of individual students over a long period of time, and facilitates the study of the particular pattern of achievement of the student and his growth and development. At least five forms are available in each of the major fields, and a new form is issued annually in each of the basic areas. For many of the tests, direct comparison of scores on all forms of the test is made possible by the provision of Scaled Scores.

Scaled Scores. Nearly all the Coöperative tests, except those which are designed particularly for college use, are supplied with Scaled Scores. This system of scores provides equal units, and makes

possible the direct comparison of scores from different forms of tests in a given subject without resort to equating tables, conversion into percentiles, or other cumbersome methods. For further discussion of the Scaled Scores, see the section on interpretation of test results, on page 14.

Adaptation to Machine Scoring. Practically all the more recent forms of the Coöperative tests may be scored on the International Test Scoring Machine. Separate answer sheets must be used if tests are to be machine-scored. Special answer sheets are provided for most of the Coöperative tests, with Scaled Score conversion tables especially constructed to apply to the scores obtained when the answer sheets are used. In these special tables, an adjustment is made to take care of the difference between raw scores obtained with separate answer sheets and those obtained with answers marked in the booklet.

Differentiated Norms. Percentile norms, revised frequently, are issued with nearly all the Coöperative tests. Separate norms are provided for different kinds of schools and colleges. For tests which cover extended periods of study, such as the English and foreign language tests and the General Achievement Test, norms are provided for different grade levels or amounts of study.

ADDITIONAL SERVICES

Advisory Service. The Coöperative Test Service, as an educational rather than a commercial agency, is prepared through its advisory service to furnish help in the selection of tests and the interpretation of test results. Its interest does not cease with the purchase of examinations; the intelligent application of test results to school problems, the prevention of misinterpretation and misuse of tests, and the furtherance of the guidance movement in general constitute an essential part of our program.

Promotion of Group Testing Projects. The facilities of the Coöperative Test Service are available to educational associations and administrators who desire to conduct large-scale testing programs. This service includes not only the construction of tests in special fields, but also such analyses of results as will prove most valuable.

Other Educational Activities. The Coöperative Test Service tries to encourage more effective and intelligent use of test results through the publication of articles in educational journals and special bulletins, and through lectures, visits to school systems, and conferences. A list of various publications available through the Coöperative Test Service will be found on the back cover.

Research. The Coöperative Test Service, in consequence of its broad interest in tests and the testing movement, inaugurates and encourages researches on fundamental problems relating to test construction and the use of test results. The results of these researches are made available in improved tests, in bulletins, in papers, in educational journals, and through its Advisory Service to individual test users.

DIRECTIONS FOR ADMINISTERING THE COÖPERATIVE TESTS

The cover page of each Coöperative test contains the essential information needed in administering the test, but there are certain general rules that should always be followed, as well as special directions for certain tests and for particular conditions of administration. The examiner should study the General Directions in the first section, and then follow exactly the procedure described in the appropriate set of instructions below.

GENERAL DIRECTIONS

The Examiner's Preparation. The examiner should thoroughly familiarize himself with all parts of each test that he is to administer. Perhaps the best way for him to do this is by taking each test himself in a bona fide manner. By doing so, he can anticipate many of the questions that examinees will ask, and also foresee problems of organization and prepare for them.

When a large group is to be tested, proctors are needed to help administer the tests. There should be one proctor for every thirty examinees. The proctors should understand in advance exactly what they are to do, so that the booklets may be quickly distributed and collected without confusion.

The examiner should see that the used and unused booklets are carefully counted, classified, and labeled at the end of the examination.

Announcing the Examination. The preliminary announcement of the examination should name the place, day, and hour at which it will be given. Allow from 5 to 10 minutes for seating and preliminary arrangements in the examination room. *The time allowances printed on the booklets are for actual work on the test questions, exclusive of time taken for preliminaries.* Examinees should be told to bring two well sharpened No. 2 (or B) pencils with good erasers unless tests are to be machine scored, in which case examiner will provide special mechanical pencils (see page 5). The use of fountain pens or ink in any form should be specifically forbidden. Examiners should have a supply of pencils on hand, and should provide scratch paper for all mathematics and science tests.

Directions in the Examination Room. The seating order in the examination room should be carefully arranged in advance. In taking objective examinations it is comparatively easy for students to observe the answers of their neighbors and to be influenced or disturbed by such observations. The students should always be seated as far apart as possible, *never closer than in alternate seats.* If it seems necessary, the disturbing character of such observation may be explained to the students.

Directions for taking the tests are printed on the test booklets. The examiner must see that the examinees understand the essential points in the directions before they begin work on the test. This can be done by allowing sufficient time at the beginning of the examination for the students to read the directions on the cover page carefully, by emphasizing points that seem to need emphasis, and by answering any legitimate questions that may be asked. In testing large groups, the carrying power of the examiner's voice is an important factor in avoiding confusion and in creating good morale.

Fidelity to Printed Directions. In answering questions and in orally emphasizing the directions, *it is essential that the examiner stay within the meaning, and, so far as possible, use the vocabulary of the directions printed on the test booklet.* Any deviation from these directions may destroy the comparability and impair the meaning of the test results. The directions concerning guessing are especially susceptible to distortion; questions by examinees on this point should *invariably* be answered by reading the directions *verbatim*.

Order and Discipline in the Test Situation. Once a test is under way, the chief function of the examiner and proctors is to keep everyone seriously at work all the time, without producing an atmosphere of nervous tension. Disturbances are to be avoided at all cost. It is just as bad for the examiner to disturb the group in enforcing order as it is for the examinee to create a disturbance.

DIRECTIONS FOR ADMINISTERING WHEN ANSWERS ARE RECORDED IN BOOKLETS

Standard Procedure for Administering Tests Not Divided into Parts

1. When all are seated, the examiner should say:

"We shall now pass out the test booklets. Do not open them now. As soon as you get the booklet, fill in your name and the other items of information called for on the cover page. Print your name. When you have finished filling in the blanks, read carefully the directions on the cover page; then wait for further directions. Do not open the booklet until I tell you to do so."

2. Allow sufficient time for filling in the spaces on the cover page and reading the directions. When each student has done this, the examiner may orally emphasize any points that need emphasis, and say:

"Are there any questions? No questions may be asked after the examination begins."

3. Answer all legitimate questions, and then say:

"When I say 'Begin,' turn to the first page of questions, read the directions at the top of the page, and start work. Work as fast as you can without making mistakes. Ask no questions. Read the directions again if you do not understand. You are not expected to answer all the questions in the time limit. Begin."

4. Note the exact time when you say "Begin" and write it down. Allow exactly the number of minutes specified for the test, counting from the moment you say "Begin." Do not allow extra time for reading the specific directions *inside* the booklet. At the end of the allotted time, say:

"Stop! Even if you have not finished, close your booklets. See that you have clearly printed your name and that you have given all the other information asked for."

5. Have the booklets collected at once. In doing so, make sure that all the information necessary for identification and classification has been entered. Supply any necessary missing items of information.

Standard Procedure for Administering Tests Having Two or More Parts

Including the Cooperative English Tests, Forms Q Through T

(For directions for administering the Cooperative English Test, Forms 1937, O, P, OM, and PM, see later sections.)

1. When all are seated, the examiner should say:

"We shall now pass out the test booklets. Do not open them now. As soon as you get the booklet, fill in your name and the other items of information called for on the cover page. Print your name. When you have finished filling in the blanks, read carefully the directions on the cover page; then wait for further directions. Do not open the booklet until I tell you to do so."

2. Allow sufficient time for filling in the spaces on the cover page and reading the directions. When each student has done this, the examiner may orally emphasize any points that need emphasis, and say:

"Are there any questions? No questions may be asked after the examination begins."

3. Answer all legitimate questions, and then say:

"When I say 'Begin,' turn the page to Part I, read the directions carefully, and start work. Work as fast as you can without making mistakes. Ask no questions. Read the directions again if you do not understand. You are not expected to answer all the questions in any part in the time limit, but if you should finish before time is called, go on to the next part. If you finish the last part before time is called, you may go back and work on any earlier part. Begin."

4. Note the exact time when you say "Begin" and *write it down*. Allow exactly the number of minutes specified for the part of the test which you are administering, counting from the moment you say "Begin." Do not allow extra time for reading the specific directions at the beginning of the part.

At the end of the allotted time for Part I, say:

"Stop! Even if you have not finished Part I, begin Part II. Read the directions for Part II carefully. If you finish Part II before the time is up, you may go back and work on Part I again, or you may go on to the next part."

5. The examiner should see that all students begin Part II promptly. Allow exactly the specified number of minutes, then say (if there is a Part III):

"Stop! Even if you have not finished Part II, begin Part III. Read the directions for Part III carefully."

6. Thus each part of the test is administered until all parts have been given. Then say:

"Stop! Even if you have not finished, close your booklets. See that you have clearly printed your name and that you have given all the other information asked for."

7. Have the booklets collected at once. Make sure that all the information necessary for identification and classification has been entered. Supply any necessary missing items of information.

Standard Procedure for Administering the Cooperative English Test, Forms 1937, O, and P.

1. When all are seated, the examiner should say:

"We shall now pass out the test booklets. Do not open them now. As soon as you get the booklet, fill in your name and the other items of information called for on the cover page. Print your name. When you have finished filling in the blanks, read carefully the directions on the cover page; then wait for further directions. Do not open the booklet until I tell you to do so."

2. Allow sufficient time for filling in the spaces on the cover page and reading the directions. When each student has done this, say:

"Open the booklet, *fold back the cover* so that only page 2 is in front of you, and read the directions at the top of this page: 'This part consists of three sections with an indicated time allowance for each section. When the time is up for each section, go on to the next section at once, even if you have not finished the section you are working on. If you should finish a section before the time is up, you may go on to the next section.' Now read the directions given on this page very carefully, but do not look at page 3 until I tell you to do so."

3. Allow about four minutes for reading the directions on page 2, then say:

"Do all of you understand clearly just what you are to do in the test? If there is anything that you do not understand, now is the time to ask questions. You will not be permitted to ask any questions after you are told to begin work. If you finish a section or part before the time is up, you may go on to the next section or part, or you may go back and work on an earlier part. Open your booklet now so that pages 2 and 3 are both in front of you and begin work."

4. Note the exact time when the signal to begin is given and *write it down*.

Allow exactly 25 minutes, counting from the moment you say "Begin." At the end of 25 minutes, say:

"Stop! Even if you have not finished Section 1, begin Section 2. Read the directions for Section 2 carefully, and start work."

5. The examiner should see that all the students begin Section 2 promptly. Allow exactly 15 minutes, then say:

"Stop! Even if you have not finished Section 2, begin Section 3."

6. Allow exactly 10 minutes, then say:

"Stop! Even if you have not finished Section 3, stop work on this part and begin Part II."

7. Allow exactly 10 minutes, then say:

"Stop! Even if you have not finished Part II, begin Part III."

8. Allow exactly 20 minutes, then say:

"Stop! Close your booklets. See that you have filled in all the blanks on the cover and that your name is clearly printed."

9. Have the booklets collected at once. Make sure that all the necessary information for identification and classification has been entered. Supply any necessary missing items of information.

DIRECTIONS FOR ADMINISTERING WITH SEPARATE ANSWER SHEETS

Most of the Coöperative tests can be given with separate answer sheets. Forms OM and PM of the Coöperative English Test can be given *only* with answer sheets. Form Q of the Coöperative English Tests may be given either with separate answer sheets or by having answers recorded in the booklets. This test and many others have special answer sheets designed for the particular test. Other tests are set up so that the standard Coöperative Answer Sheet may be used with them.

The marking of the answer sheet requires a soft pencil with which a clear black line can be quickly made. When the answer sheets are to be scored by machine, it is imperative to use very soft pencils of good quality, which will make a smooth, glossy black line. Mechanical pencils with a special electrographic lead may be obtained from the Coöperative Test Service.

If the examination period is not long enough to allow ample time for making the necessary explanations and answering all questions before the beginning of the allotted time for actual work on the test, it is desirable to explain the use of the answer sheets prior to the examination period.

Use of Practice Sheets

When answer sheets are to be used for the first time, particularly with younger pupils, it is recommended that each pupil be given the "Coöperative Practice Sheet" before the actual testing. This Practice Sheet (price \$3.50 per thousand) illustrates the form of the test questions and reproduces a section of an answer sheet.

After the Practice Sheets are passed out, the following directions should be read to the pupils:

"In the test you are to take, you will mark your answers on a special answer sheet instead of in the test booklet. This Practice Sheet you have just received illustrates the form of the test questions and a section of an answer sheet. Instead of writing down the number of your answer in the test booklet, mark your answer on the answer sheet by making a black pencil mark between the pair of dotted lines numbered the same as the answer you think is correct. Make no marks in your booklet."

(Omit the two paragraphs below in small type if the answer sheets are to be scored by hand.)

"The answer sheet will be scored by an electrical test scoring machine. This machine will score the test accurately if each answer is indicated with a solid black pencil mark. Solid black marks are made by using a soft pencil, by going over each mark two or three times, and by pressing firmly on the pencil. The answer sheet should be marked on a hard surface.

"The scoring machine cannot distinguish between intended answers and stray pencil marks. If you are careless in erasing or leave unnecessary marks on or near the short dotted lines, such marks may be counted by the machine as wrong answers, and your score will be lower than it should be. If you keep your place on the answer sheet with your pencil, it will help to avoid stray marks if you rest the pencil on the large item number at the left while you are reading the question, and do not let the pencil touch any of the answer spaces until you are ready to mark your answer for that item."

The examinees should then read the directions on the Practice Sheet and mark the items. The examiner should make certain by inspection that all examinees are marking the Practice Sheet properly.

The examiner should have a sample answer sheet to show the students, pointing out that it is a whole sheet entirely separate from the booklet and that names and other items of information are written on the answer sheet. *Nothing is written in the booklet.*

Standard Procedure for Administering Tests with Separate Answer Sheets

1. When all are seated, the examiner should say:

"We shall now pass out the test booklets and answer sheets. In this test, you are to mark your answers on a separate answer sheet instead of on the pages of the test booklet. Do not write *anything at all* in the booklet. Your name and your answers to the questions on the test are to be put on the separate answer sheet."

When the booklets and answer sheets have been passed out, the examiner should show the students an answer sheet to illustrate the different points, and say:

"Print your name on the line at the left side of the answer sheet, fill in the other items of information called for, and read the directions on both the answer sheet and the cover of the booklet. Do not write on the booklet, and do not open the booklet until I tell you to do so."

2. Allow sufficient time for filling in the spaces and reading the directions; then say:

"In taking this test, you are to mark your answer on the answer sheet by making a black pencil mark between the pair of dotted lines numbered the same as the answer you think is correct. You are not to write the answer in the test booklet."

At this point, the two paragraphs printed in small type at the bottom of the left-hand column of this page should be read to the examinees if the answer sheets are to be scored by machine. The two paragraphs should *not* be read if the answer sheets are to be scored by hand. They may also be omitted if Practice Sheets were used as described in the column at the left.

The examiner then continues:

"Are there any questions about how you are to take the test? No questions may be asked after the examination begins."

Answer all legitimate questions and make sure that all pupils understand how to mark the answer sheets. During the examination, examiners should check occasionally, especially at the beginning of new parts, to see that the students are recording their answers properly on the answer sheets.

From this point on, use the appropriate section below, according to the test being administered. The first section is for tests not divided into parts; the second section is for tests having two or more parts including Form Q of the Coöperative English Tests; the third section is for the Coöperative English Test, Form OM and Form PM.

*Directions (Continued) for Administering Tests
Not Divided into Parts, with Separate Answer Sheets*

3. After answering all legitimate questions, the examiner should say:

"When I say 'Begin,' open the booklet and fold the page over. Keep the booklet folded back so you will have only one page at a time in front of you. Read the directions at the top of the page and start work. Work as fast as you can without making mistakes. Ask no questions. Read the directions again if you do not understand. You are not expected to answer all the questions in the time limit. Begin."

4. Note the exact time when you say "Begin" and write it down. Allow exactly the number of minutes specified for the test, counting from the moment you say "Begin." Do not allow extra time for reading the specific directions inside the booklet. At the end of the allotted time, say:

"Stop! Even if you have not finished, close your booklets. See that you have filled in all the blanks at the side of the answer sheet, and that you have clearly printed your name."

5. Have the students put their answer sheets inside the booklets, and collect the booklets and answer sheets at once. Make sure that all booklets are returned.

*Directions (Continued) for Administering Tests
Having Two or More Parts,
with Separate Answer Sheets*

3. After answering all legitimate questions, the examiner should say:

"When I say 'Begin,' open the booklet and fold the page over. Keep the booklet folded back so you will have only one page at a time in front of you. Read the directions at the top of the page and start work. Work as fast as you can without making mistakes. Ask no questions. Read the directions again if you do not understand. You are not expected to answer all the questions in any part in the time limit, but if you should finish before time is called, go on to the next part. If you finish the last part before time is called, you may go back and work on any earlier part. Begin."

4. Note the exact time when you say "Begin" and write it down. Allow exactly the number of minutes specified for the part of the test which you are administering, counting from the moment you say "Begin." Do not allow extra time for reading the specific directions at the beginning of the part. At the end of the allotted time for Part I, say:

"Stop! Even if you have not finished Part I, begin Part II. Read the directions for Part II carefully. If you finish Part II before the time is up, you may go back and work on Part I again, or you may go on to the next part."

5. The examiner should see that all students begin Part II promptly. Allow exactly the specified number of minutes, then say (if there is a Part III):

"Stop! Even if you have not finished Part II, begin Part III. Read the directions for Part III carefully."

6. Thus each part of the test is administered until all parts have been given. Then say:

"Stop! Even if you have not finished, close your booklets. See that you have filled in all the blanks at the side of the answer sheet, and that you have clearly printed your name."

7. When the entire test has been administered, have the students put their answer sheets inside the booklets, and collect the booklets and answer sheets at once. Make sure that all booklets are returned.

*Directions (Continued) for Administering the
Coöperative English Test, Form OM and Form PM*

3. After answering all legitimate questions, the examiner should say:

"When I say 'Begin,' open the booklet and fold the page over. Keep the booklet folded back so you will have only one page at a time in front of you. Read the directions at the top of the page and start work. Work as fast as you can without making mistakes. Ask no questions. Read the directions again if you do not understand. You are not expected to answer all the questions in any part in the time limit, but if you should finish before time is called, go on to the next part. If you finish the last part before time is called, you may go back and work on any earlier part. Begin."

4. Note the exact time when you say "Begin" and write it down. Allow exactly 12 minutes, counting from the time when you said "Begin." Do not allow extra time for reading the specific directions at the beginning of the section. At the end of 12 minutes, say:

"Stop! Even if you have not finished Section 1, begin Section 2. Read the directions for Section 2 carefully, and start work. If you finish Section 2 before the time is up, you may go back and work on Section 1 again, or you may go on to the next section."

5. The examiner should see that all students begin Section 2 promptly. Allow exactly 15 minutes for Section 2, then say:

"Stop! Even if you have not finished Section 2, begin Section 3.

Allow exactly 5 minutes for Section 3, then say:

"Stop! Even if you have not finished Section 3, begin Section 4."

Allow exactly 8 minutes for Section 4, then say:

"Stop! Even if you have not finished Section 4 of Part I, begin Part II."

Allow exactly 10 minutes for Part II, then say:

"Stop! Even if you have not finished Part II, begin Part III."

Allow exactly 20 minutes for Part III, then say:

"Stop! Even if you have not finished, close your booklets. See that you have filled in all the blanks at the side of the answer sheet, and that you have clearly printed your name."

6. Have the students put their answer sheets inside the booklets, and collect the booklets and answer sheets at once. Make sure that all booklets are returned.

DIRECTIONS FOR SCORING THE COÖPERATIVE TESTS

DIRECTIONS FOR SCORING WHEN ANSWERS ARE RECORDED IN BOOKLETS

The essential information needed in scoring the Coöperative tests is printed on the scoring keys. For almost all the tests, the scoring is entirely objective, and can be done by clerks or dependable high-school pupils, if they are adequately trained and supervised and if their work is systematically checked. Some of the tests, however, notably Part I, Usage, of the English Test, Forms 1937, O, and P, can be scored well only by teachers of English or by superior clerks who have a command of good English usage. Scorers of this English usage test should always take the test as a first step in preparation for the scoring. Special directions for scoring the usage part of the English test, Forms 1937, O, and P, are given on page 9. For directions for scoring Forms OM and PM of the English test (for which answers must be recorded on separate answer sheets), see the directions for scoring separate answer sheets, on page 10. In scoring Form Q of the Coöperative English Tests, use either the standard directions for scoring when answers are recorded in booklets, or the standard directions for scoring separate answer sheets, according to the method of administration.

Organization of Scoring Procedure. The entire scoring procedure should be arranged in advance, and each worker should have a general understanding of the whole scheme. A certain amount of division of labor adds to the efficiency and accuracy of scoring. For example, marking and counting should usually be separate operations, since most of the Coöperative tests require the marking and counting of both correct and incorrect answers. It should be possible to trace each error unmistakably to the scorer who made it. For this reason each scorer should initial each task completed, and a record should be kept of each scorer's "error count."

Experience has shown that accuracy of scoring is as difficult to secure as it is necessary for good test results. A systematic routine is indispensable in even the smallest scoring projects, as many errors can be prevented by careful organization of the scoring work. However, some errors will be made in spite of the most careful arrangements. It is therefore essential that adequate provision be made for finding and correcting the errors which do occur. This means that checking and rechecking must be a regular part of the routine of the scoring procedure.

Preparation of Scoring Keys. The scoring keys for nearly all the Coöperative tests are printed on sheets which, when folded back along the heavy vertical lines, become "fan" or "accordion" type keys. The answers for the test pages appear on successive folds of the "fan" in the same sequence as the pages of the test. The successive folds are numbered at the top to correspond with the successive pages of the test. The folding of the key sheets must be done carefully with the heavy line on the outside of the fold, so that the sequence of folds will correspond to the page numbers on them. For some tests, the key sheets must be cut into sections, as indicated on them; but no key sheet should be cut at all unless cutting is specifically indicated.

Fidelity to the Key Is Essential. If there is an obvious error or misprint in the key or in the test, the error should be corrected and the fact reported to the Coöperative Test Service. Any such correc-

tion should be made on all copies of the key which are in use. Mere differences of opinion should never lead to deviations from the key. Unless the key is strictly followed, test results will not be comparable.

Marking and Counting Right and Wrong Answers. When using "fan" keys, scorers must compare the page number on the key fold with the number of the page that is being scored. This comparison must be made for each successive page of each test scored.

The answers given on the key are compared with the student's answers, and the right and wrong answers neatly marked.

The following rules will be useful to all scorers, and will be indispensable in large scoring centers:

a. All original scoring should be done with pencils of the same color, and rescoring should be done with a second color.

b. All correct answers in all tests should be marked at the right with a short horizontal line, and these short lines should be in a straight vertical column. The short lines should never pass through any part of the examinees' answers, or otherwise impair their legibility.

c. Wrong answers in all true-false, multiple-choice, and matching sections of all tests (unless specifically excepted on the scoring keys) should be marked at the right with a small neat x, and these x's should be in a vertical column slightly to the right of the short horizontal lines marking the right answers. It is important that each error be marked with a small x, and not with a plus sign, +. If a scorer errs, and wishes to change a — to an x, or vice versa, he should scratch out (never erase) the erroneous mark thus ~~—~~ or ~~+~~ and write the correct mark at one side of the scratched-out mark, in the proper column. Erasures take more time, and involve the risk of erasing part of the student's answers. Corrections should never be superimposed on incorrect marks, thus ~~—~~ x; nor should any attempt be made to blot out incorrect marks, thus ~~—~~ or ~~+~~.

d. Omissions, if marked at all, should be marked with a small neat 0. Illegible answers should be marked and counted as omissions, never as wrong answers. When two answers are given for any item, the item should be marked as an omission, provided that one of the answers given is the correct answer; but if both answers are wrong, the item should be marked and counted as a wrong answer.

Checking and Rechecking. Neatness and uniformity not only tend to prevent errors, but are essential to the certain detection of errors that are not prevented. The checking schedule below represents a minimum for acceptably accurate test results. All checking should be done by trained and accurate scorers, and no scorer should check his own work.

a. The initial scoring of all new clerks should be completely checked until the results indicate acceptable accuracy.

b. A sampling of about 10 per cent of all tests scored should be rescored. The sampling should be selected to represent every scorer, and a record of the number and kinds of errors of each scorer should be kept.

c. All counting of right and wrong answers on each test should be checked.

d. All transfers and additions, subtractions, divisions, etc., should be checked, and a sampling of at least 10 per cent should be rechecked.

It has been found that more than half of all significant errors are errors of addition, subtraction, or division; about 15 per cent are transfer errors; and about 10 or 15 per cent are errors of counting, such as dropping or adding 10's, omitting (or counting twice) whole pages, etc. Thus it is obvious that c. and d. above are indispensable to good results.

A	B
(3) -	(3) ✓
(1) -	(1) ✓
(2) -	(2) ✓
(5) x	(5) ✓
(4) x	(4) ✓
(2) -	(2) ✓
(4) x	(4) ✓
(4) -	(4) ✓
(1) -	(1) ✓
(5) x	(5) ✓
(2) -	(2) ✓
(1) -	(1) ✓
158	158

Many of the most troublesome errors in scoring are directly due to lack of neatness and uniformity in the marks and figures which scorers put on the test blanks. The common checking mark (✓) is the source of many costly errors and should never be used in scoring tests. The facsimile of the work of Scorer A, reproduced at the left, illustrates the desirable neatness and uniformity with which scoring should be done. Work such as that of Scorer B will certainly lead to errors.

Computing Raw Scores. The scoring keys give directions for computing raw scores on each part of the tests. These directions must be followed exactly. Spaces are provided at the end of each test (or part of test) for entering the necessary figures for computing the raw scores. Count the number of right answers and enter in the appropriate space. The amount to be subtracted depends on the number of wrong answers and can be read for most of the tests from the little table which is to be found directly above or at the left of the spaces. The amount to be subtracted is always a whole number. Fractions of $\frac{1}{2}$ or less are dropped and fractions greater than $\frac{1}{2}$ increase the amount to be subtracted to the next higher integer. If the resulting difference is negative, the raw score is zero.

Computing Scores on the Comprehension Tests (Literary Comprehension Test, Forms O, P, and Q, and Reading Comprehension Tests, C1 and C2, Part II). Two scores, a Speed of Comprehension Score

and a Level of Comprehension Score, are derived for each of these tests or parts. The Speed of Comprehension Raw Score is the number of right answers on the second part minus a fraction of the number of wrong answers. To obtain the Level of Comprehension Score, follow the procedure described below.

The Comprehension Tests contain either three sets of thirty items each or four sets of twenty items each. A row of asterisks indicates the end of each set, or scale. Each scale includes items at all levels of difficulty, and the scales are about equal in difficulty. Each scale is thus a miniature test in itself. In computing the Level of Comprehension Score, count only responses in the scales completed by the student. A completed scale is defined as a scale on which the student has marked the scale's last item, or a subsequent item. All items in a scale do not have to be answered in order to consider a section completed. If the last item is answered, the student is considered as having read and attempted the items omitted, even if he did not mark them. Thus, if in Part II of the Reading Comprehension Test, the last item marked is 30, 31, or any item up through 59, the student has completed one scale, and his responses on the first 30 questions only are to be counted in computing his Level of Comprehension Score. If less than one scale is completed, score the part as if one scale has been completed. After counting the numbers of right and wrong answers on the completed scales, follow the usual procedure in computing the raw score. In converting this raw score into a Scaled Score, note that different columns are provided in the conversion tables for each number of scales completed, and be sure to use the appropriate column for each paper.

Obtaining the Scaled Scores. After the raw scores are computed, the Scaled Scores are obtained by referring to the conversion tables provided on the scoring key (except for some tests for which there are no Scaled Scores).

For the English and foreign language tests, there are Scaled Scores for the parts as well as for the total. The raw score on each part is converted into a Scaled Score by referring to the appropriate table on the scoring key. This Scaled Score is entered in the test booklet in the space provided at the end of each part. The Scaled Scores for the parts are transferred to the cover page and added. This total is converted to a Scaled Score by referring to the table for totals on the scoring key. Note that on the English and foreign language tests only Scaled Scores appear on the cover page. The Scaled Score for the total test in these subjects must be obtained by converting the sum of the Scaled Scores for the parts by the use of the table for totals on the scoring key. (See illustration below.)

Illustration of the Method of Securing the Scaled Score for the Total of the Coöperative French Test, Revised Series—Advanced Form O:

PART I:

Raw Score 17 Scaled Score 53
(From Table on Key)

PART II:

Raw Score 12 Scaled Score 62
(From Table on Key)

PART III:

Raw Score 18 Scaled Score 64
(From Table on Key)

Part		Minutes	Scaled Score	Percentile
I	Reading	15	53	
II	Vocabulary	10	62	
III	Grammar	15	64	
(Sum of Scaled Scores for Parts: 179)				
Total		40	61	

SPECIAL DIRECTIONS FOR SCORING THE COÖPERATIVE ENGLISH TEST, FORMS 1937, O, AND P

The keys for all parts of the English test are printed on one large sheet; they must be cut apart along the vertical lines marked "cut here," and must be properly folded.

Parts II and III are completely objective, and should be scored in accordance with the general directions given above for scoring Coöperative tests. In Part I, Section 3 is completely objective, but Sections 1 and 2 should be scored only by persons who possess, in addition to clerical accuracy, good judgment in questions of English usage. Any person who is to score Sections 1 and 2 should first take those sections of the test.

Part I. The score on Part I is the total number of correct responses. The most accurate method of obtaining this figure is to count the number *correct*. In scoring Sections 1 and 2, each numbered item which is correct should be marked with a short horizontal line over the item. The word "item," as here used, refers to the individual score points which are indicated on the key by the small numbers in the circles. Note that in Section 2 there may be more than one score point in a single sentence.

In scoring Section 3, a short horizontal line should be placed in the margin at the right of each item which is correctly answered. When the scoring of Sections 1, 2, and 3 has been completed and checked, the number of correct answers on the entire Part I should be counted and entered in the space provided. This total number of correct items is the raw score for Part I. (Note that there is no subtraction for wrong answers on Section 3 of Part I.)

In both Sections 1 and 2, items should be considered correct where the proper correction has been clearly indicated, even though the student does not use the precise method given in the directions for indicating that correction. For example, if a small letter is to be made into a capital, the item may be counted correct if the student has crossed out the small letter and written a capital above it. Similarly, if "broke" is to be changed to "broken," the item should be counted correct if the student has added an "n" to the printed word, instead of crossing out the word "broke" and writing "broken" above.

Note that each score point refers to a certain element of a word. For instance, if the key indicates that a capital letter is to be changed to a small letter, that score point is to be marked correct if the change to a small letter is indicated, regardless of whether other changes are made in the word.

Note that in some of the punctuation changes, it is necessary not only to encircle the printed punctuation mark, but also to substitute the correct punctuation mark. In those cases, the item should not be counted right unless the student has inserted

the correct punctuation in addition to encircling the wrong mark. In certain other instances, such as cases where the changing of a comma to a period necessitates changing the following small letter to a capital, a *single* score point is allowed if (and *only* if) both changes are made. This is indicated by a single number being given on the key for the set of changes. In these cases, no credit is given unless all parts of the change are made. *In other words, each numbered item on the key counts as one score point, whether that numbered item includes more than one change, or applies to only part of a word.* Where necessary, the key shows by means of a single underlining what constitutes the essential element in making the change.

Where the correct change is the simple removal of punctuation marks (including the apostrophe) do not count that item correct if another punctuation mark is substituted for the one taken out, or if the apostrophe is inserted in another position.

In general all changes outside of the situations indicated on the key are to be ignored in scoring. However, there may be occasional instances where additional changes made by the student will vitiate a certain score point. For example, one line of a theme might read: "He was a great philosopher a philosopher whose works were widely read." The key would call for the insertion of a comma after the first "philosopher." If, however, a student inserted this comma after "philosopher" but crossed out the following words "a philosopher," this item should be marked wrong, since the removal of the words "a philosopher" also removes the occasion for the comma after the first "philosopher." Instances of this kind will be rare, and should be referred to the scoring supervisor for a decision as to how they should be scored.

Scorers should follow the key exactly. All irrelevant changes, or corrections outside of the items indicated on the key, should be ignored in scoring, regardless of their merit. An effort has been made to include on the key all answers which may be accepted as correct; however, if it is thought that an answer not appearing on the key should be considered correct, the matter should be referred to the scoring supervisor. If accepted, such variants should be entered on all keys in use. Notice should also be sent to the Coöperative Test Service of variants that are accepted.

Items should not be counted right where the correction in question is made by making more extensive changes than the key calls for, such as rewriting an entire sentence, even though the resulting sentence is correct, and disposes of the original error indirectly.

Parts II and III are entirely objective and are scored in the same way as other Coöperative tests.

DIRECTIONS FOR SCORING SEPARATE ANSWER SHEETS

Experiments have shown that the use of separate answer sheets introduces a factor of clerical facility into the test scores. In general, for tests in which speed is not an important factor, this has only a slight effect on group achievement. Allowance is made for this factor, in the case of those tests which have Scaled Scores, in the special tables for converting raw scores into Scaled Scores. These special tables are printed on the answer sheets and differ from the corresponding tables printed on the fan keys. A particular Scaled Score usually corresponds to a slightly lower raw score when the test is given with answer sheets than when given in the usual way. How much effect the use of separate answer sheets may have on the score of any particular pupil has not been determined.

For those tests which do not have Scaled Scores, it should be remembered that the norms provided by the Coöperative Test Service are based on scores made by students marking their answers in the booklets, not on separate answer sheets, and should be interpreted accordingly.

Scoring Procedure

For many of the Coöperative tests, scoring stencils are available. For other tests it is necessary to make a stencil key by punching out the answers as given on the fan key.

Do not obtain part scores unless they are necessary (as in the case of the languages) or unless there is a difference in the scoring formulas. For example, the scoring formula for Part I of the Plane and Solid Geometry Tests is Rights minus Wrongs, while for Parts II and III it is Rights minus one-fourth of the Wrongs. Here it is necessary to get separate scores for Part I, but Parts II and III should be scored as a unit. These scores are then added to give the total raw score.

If the students tested are not accustomed to this method of taking tests, an occasional student may put his answers in the booklet, despite all directions to the contrary. Such booklets should be watched for when the answer sheets are taken out of the booklets. If the booklets are to be used more than once, they must be carefully inspected after each administration. Those which have any items marked in any way should be discarded.

The separate answer sheets may be scored either by the International Test Scoring Machine or by hand. A description of the scoring procedure in each case is given below.

Procedure When the Answer Sheets Are to Be Machine-Scored. In most cases, two scoring stencils are needed for each test. One, called the Rights Key, has all the right answers punched out. A second stencil, called the Item Elimination Key, has all the right answers punched plus all the unused spaces in the fields used.

All the special Coöperative answer sheets give raw score-Scaled Score conversion tables along the left-hand margin. As the operator reads the raw score on the meter, she can encircle the corresponding Scaled Score and thus save the necessity for later

conversion. Papers should be scanned for stray marks, use of ineffective pencils, and other failures to follow directions. The insertion of test sheets in the machine at intervals during the scoring of a batch of papers and a certain amount of hand-checking are urgently recommended.

Procedure When the Answer Sheets Are to Be Hand-Scored. Only one stencil is needed, the Rights Key, which has all the right answers punched out.

FOR TESTS ON WHICH A TOTAL SCORE ONLY IS OBTAINED

1. Count the number of spaces the student has blackened on the entire test. Include all marks, even where there is more than one for a question.
2. Place the Rights Key over the answer sheet with the right-hand edges together. Make any necessary slight adjustment so that answer spaces show in the center of all punched holes.
3. Count the number of blackened spaces appearing through the punched holes. This gives the number of right answers.
4. Subtract the number of right answers (Paragraph 3) from the total number of responses (Paragraph 1). This remainder is the number of wrong answers.
5. You now have the number of right answers and the number of wrong answers. The formula for the raw score is usually the number of right answers minus a certain fraction of the number of wrong answers. The more recent forms of the Coöperative tests have a table printed in the test booklet showing the amount to be subtracted from the number of right answers in order to obtain the raw score. If such a table is not provided, consult the statement on the fan key, and subtract the indicated fraction of the wrong answers from the number of right answers. Fractions of $\frac{1}{4}$ or less are dropped before subtracting. For fractions greater than $\frac{1}{4}$, increase the amount to be subtracted to the next higher integer. Negative scores are called zero.

6. For the Coöperative tests which have Scaled Scores, look up the raw score, as obtained in Paragraph 5, in the raw score-Scaled Score conversion tables provided on the answer sheets, and encircle the corresponding Scaled Score. Note the examples of how scores are computed, given on p. 11.

FOR TESTS ON WHICH PART SCORES ARE OBTAINED

The procedure described above should be followed separately for each part. In counting the number of responses and the number of right answers, care should be taken not to include items in a subsequent or earlier part, particularly where one part ends in the middle of a column, with a different part occupying the lower part of the column. Care must also be taken to apply the appropriate scoring formula to each part, as this formula sometimes differs for various parts of the same test.

Note that, in obtaining the Scaled Score for the total of a test which has Scaled Scores for the various parts, the sum of these Scaled Scores for the parts is used in obtaining from the table the Scaled Score for the total test.

Example of the Scoring of the Coöperative English Test, Form OM

Part I, Usage. Raw score = $R - \frac{W}{2}$

(Notice that Part I is scored as a unit. Separate scores on the various sections may be obtained for diagnostic purposes if desired. At the present time, there are no norms for the separate sections.)

Total number of marks on Part I..... 162

Number of right answers on Part I..... 87

Number of wrong answers on Part I..... 75

$$R - \frac{W}{2} = 87 - 37 \text{ (dropping the } \frac{1}{2}) = 50$$

Raw score on Part I = 50

Part II, Spelling. Raw score = $R - \frac{W}{4}$

Total number of marks on Part II..... 39

Number of right answers on Part II..... 30

Number of wrong answers on Part II..... 9

$$R - \frac{W}{4} = 30 - 2 \text{ (dropping the } \frac{1}{4}) = 28$$

Raw score on Part II = 28

Part III, Vocabulary. Raw score = $R - \frac{W}{4}$

Total number of marks on Part III..... 100

Number of right answers on Part III..... 17

Number of wrong answers on Part III..... 83

$$R - \frac{W}{4} = 17 - 21 = -4, \text{ which is called } 0$$

Raw score on Part III = 0

	Raw Score	Scaled Score
Part I.....	50	40
Part II.....	28	58
Part III.....	0	13
	Sum of Scaled Scores =	111
	Total Scaled Score =	36

DIRECTIONS FOR TABULATING COOPERATIVE TEST RESULTS

Two different types of record forms are supplied with each order of Coöperative tests. One of these is the class record sheet, on which the names and scores of all pupils tested are to be entered. This record is provided simply as a convenience for the use of the teacher or local authorities, and (except in the case of special programs) is not to be sent to the Coöperative Test Service.

The other form is the distribution sheet, which provides the basis for statistical study of test results. On this form, test scores are grouped so that the record shows the number of scores at each level, but does not identify the score made by any particular student. The distribution sheet is the type of record used in compiling norms. Therefore, the Coöperative Test Service urgently requests that all test users send in a copy of the distribution of scores made by their students in order that the norms may be based on as extensive data as possible.

A distribution sheet is reproduced on the next page, showing one satisfactory method of making distributions. The scores are taken as they come (in any order) and for each score a short vertical mark (or "tally") is made on the line opposite the appropriate interval on the score scale. Every fifth mark may be made diagonally across the preceding four, to facilitate counting. When all the scores have been entered in this way, the number of tallies

on each line is entered in the column headed "No." This column of figures is then added to give the total number of test papers. On tests having part scores, you should check to make sure you have the same total number of tallies for each part and for the total score, and correct any discrepancy.

A method of obtaining the measures indicated at the bottom of each column is described below; but, if you do not wish to have these measures for your own use, you need not fill in these spaces before sending your distribution to the Coöperative Test Service. However, test users are particularly requested to give all the information called for in the blanks at the left when returning distribution sheets. When test returns are used in compiling norms, it is necessary to know the length of time each group has studied the subject, the date of testing, the exact title and form of the test used, and the other items of information asked for on the distribution sheet.

Note that Scaled Scores should be used in making distributions for all tests for which Scaled Scores are provided. Note also that a raw score of zero does not give a Scaled Score of zero. The units in the Scaled Score system are scaled up and down from the 50 point, and do not usually run down to zero. Therefore, the distribution sheet for a test having Scaled Scores should not ordinarily show a tally at the zero level.

COOPERATIVE SpanishTEST: ~~ELEMENTARY~~ ~~JUNIOR~~
~~ADVANCED~~ ~~SENIOR~~ FORM P
DISTRIBUTION SHEETAnswers recorded on
☒ Booklets
☐ Cooperative answer sheets

Note: All users of Cooperative tests are requested to send a copy of this distribution sheet to the COOPERATIVE TEST SERVICE, 15 AMSTERDAM AVE., N. Y. C., to supply data for further revision of norms.

Use this form for tests listed below.
Check name of test for which scores are entered on this sheet.

☐ Sr. French ☐ Adv. French
☐ Sr. German ☐ Adv. German
☐ Sr. Spanish ☐ Adv. Spanish
☐ Sr. Latin ☐ Adv. Latin
☐ Jr. French ☐ Elem. French
☐ Jr. German ☐ Elem. German
☐ Jr. Spanish ☒ Elem. Spanish
☐ Jr. Latin ☐ Elem. Latin

School or College Central High School

City New York

State N. Y.

Examiner John Smith

Date Tested June 2, 1939

Name of Course Spanish II

Instructor Mary Jones

Class period or group 6th

Majority of pupils in class are in grade 11 (2 pupils in 12th grade)

Were all of the pupils in the class tested? no

How many were not tested? 1 (absent because of illness)

Secondary school students tested are (check): Coll. Prep. ☐ Gen. ☐

or Commercial

College students tested are:

Lib. arts ☐ or ☐

Semester classification: (Indicate the number of semesters the class as a whole will have studied this language by the end of the present semester. Count from time study is begun; question does not refer to current year only.) 2

This class meets 5 periods per week.

Length of period: 47 minutes

Irregularities in administration: (Describe in detail; use back of sheet if necessary.) none

Comments _____

Would you like to receive an interpretation of these results? yes

*Please write in the actual Scaled Score, not a tally mark, for any Scaled Scores of 100 or more.

Scaled Scores	READING		VOCABULARY		GRAMMAR		TOTAL	
	Tallies	No.	Tallies	No.	Tallies	No.	Tallies	No.
100*								
98-99								
96-97								
94-95								
92-93								
90-91								
88-89								
86-87								
84-85								
82-83								
80-81								
78-79					//	2		
76-77					|	1		
74-75								
72-73								
70-71							|	1
68-69							|	1
66-67	|	1						
64-65							|	1
62-63	//	2	|	1			|	1
60-61			|	1	|	1		
58-59			|	1				
56-57					|	1	|	1
54-55	//	2			|	1		
52-53	//	2			//	2	|	3
50-51			///	4	//	2	///	1
48-49	///	3	//	2	///	4	|	2
46-47	///	4	//	2	///	5	//	6
44-45	//	2	|	1	//	2	///	4
42-43	///	4	///	6	|	1	///	1
40-41	|	1	|	1				
38-39	|	1	///	5	|	1	|	3
36-37	//	2			//	2	///	1
34-35			|	1	|	1		
32-33							|	1
30-31	|	1						
28-29	|	1	|	1				
26-27								
24-25								
22-23								
20-21								
18-19								
16-17								
14-15								
12-13								
10-11								
8-9								
6-7								
*4-5								
2-3								
0-1								
Number		26		26		26		26
Mean	(46.3) *	46.4		45.0		50.6		47.4
Sigma	(9.2)	8.9		7.7		11.5		9.6
Q3	(52)	52.0		49.8		53.0		50.5
Median	(46.5)	46.0		43.2		48.0		44.8
Q1	(42)	41.8		39.3		45.0		42.2
Range	(39)	38		34		44		38

*The values in parentheses were obtained from the list of actual scores, as described in the text. The other values were obtained from the data as grouped on the distribution sheet.

The measures most commonly used in the interpretation of test scores are those for which space is provided at the bottom of the distribution sheet. The method used in obtaining the mean and other measures from a list of scores is simpler than the method required in working from a distribution sheet, on which the scores have been grouped.* Therefore, let us suppose that the actual Scaled Scores for the reading part represented on the distribution sheet here reproduced are as follows, arranged in order from highest to lowest:

67
63
62
54
54
53
52- Q_3
49
48
48
47
47
47
46
44
44
43
42
42
42
40
39
37
36
31
28

To get the MEDIAN, find the MIDDLE SCORE when all the scores are arranged in this order. When there is an even number of scores, as in this case, the median is halfway between the two middle scores. Since this list contains 26 scores, the median will be halfway between the 13th score (47) and the 14th score (46).

$$\text{MEDIAN} = 46.5$$

47
47
46-Md
44
44
43
42
42
42- Q_1
40
39
37
36
31
28

To get the LOWER QUARTILE (Q_1), find the middle score in the lower half. Since the lower half of this list of scores contains 13 scores, the middle score of that half will be the 7th from the bottom.

$$Q_1 = 42$$

42
42
42- Q_1
40
39
37
36
31
28

Similarly, the UPPER QUARTILE (Q_3) is the middle score in the upper half. For the class represented, this will be the 7th score from the top.

$$Q_3 = 52$$

42
42
42- Q_1
40
39
37
36
31
28

To get the RANGE, subtract the lowest score from the highest score: $67 - 28 = 39$, the range for this class.

To get the MEAN (or arithmetic average), add all the scores and divide by the number of scores. The sum of the scores given here is 1205. There are 26 scores. $1205 \div 26 = 46.3$, the mean for the class.

The standard deviation (SIGMA) is obtained by the following formula:

$$\sigma = \sqrt{\frac{\text{Sum of squares of the scores}}{\text{Number}} - \text{square of the mean}}$$

* The method of obtaining these measures from the grouped data on a distribution sheet, as well as more extensive discussions of various concepts useful in the interpretation of scores, may be found in such books as:

T. L. Kelley, *Interpretation of Educational Measurements*, World Book Company, Yonkers, New York, 1927.

H. E. Garrett, *Statistics in Psychology and Education*, New Second Edition, Longmans, Green and Company, New York, 1937.

E. F. Lindquist, *A First Course in Statistics*, Houghton Mifflin Company, Boston, 1938.

Example

This formula is applied to the list of reading scores below:

Scores	Squares of Scores
67	4489
63	3969
62	3844
54	2916
54	2916
53	2809
52	2704
49	2401
48	2304
48	2304
47	2209
47	2209
47	2209
46	2116
44	1936
44	1936
43	1849
42	1764
42	1764
42	1764
40	1600
39	1521
37	1369
36	1296
31	961
28	784

57943 = sum of squares of scores

$$57943 \div 26 = 2228.58$$

$$\text{Mean} = 46.3 \quad \text{Mean}^2 = 2143.69$$

$$2228.58 \text{ minus } 2143.69 = 84.89$$

$$\text{Square root of } 84.89 = 9.2$$

$$\text{SIGMA} = 9.2$$

INDIVIDUAL PROFILE CHART

The earlier emphasis in testing was placed largely on class or school averages. Attention has shifted today to a more careful study of the records of individual students. By means of comparable examinations of the type of the Coöperative tests, it has become possible to chart growth in certain important areas and to suggest fields of special strength or weakness for individual students. The system of Scaled Scores makes possible meaningful comparisons of results from different forms of the same test and from tests in different fields.

The profile chart which has been prepared by the Coöperative Test Service is not intended as a substitute for a comprehensive cumulative record form, such as that published by the American Council on Education. It has been devised simply to afford a graphic picture of a student's achievement in certain defined aspects of his secondary school work. Because of the relatively objective and impersonal character of the information included, it meets the needs of schools for a form that may be placed directly in the hands of pupils. Instructions for the use of the chart are printed on the back of the card.

DIRECTIONS FOR INTERPRETING COÖPERATIVE TEST RESULTS

THE SCALED SCORES

The Scaled Scores which are provided for most of the Coöperative tests were devised to enable the teacher and administrator to gain directly as much interpretative information as possible, without reference to norms, equivalent scores, percentiles, or other aids to interpretation. The principal characteristics of the Scaled Scores are:

1. Equality of units throughout the scale. The raw-score units have been replaced by units so scaled that the scores from a single school system will tend to form a normal distribution.

2. A common scale for all tests. The scale to which all tests are referred is so defined that a score of 50 represents the score which the average child would make at the end of the particular course, if he attended an average school and had taken the usual amount of the subject in question. The size of the unit on the common scale is defined as a tenth of the standard deviation of the distribution of scores which would be made by an unselected group of students, if they were all to take the particular subject.

The tables of Scaled Scores are printed on the scoring keys and on the special answer sheets.

At various points along these Scaled Score tables there are short vertical lines which indicate the standard error (laid off in both directions) of scores at those points. Notice that the length of each line is equivalent to *twice* the standard error. The length of any of these lines shows graphically the range within which would fall the scores obtained by approximately two-thirds of the individuals whose "true" scores* are at the particular point. For example, if the line at the Scaled Score of 50 extends two units above and two units below this point, this is interpreted as indicating that about two-thirds of the individuals whose "true" scores are 50 would actually obtain scores on this test between 48 and 52.

For a more detailed discussion of Scaled Scores, see *The Coöperative Achievement Tests: A Handbook Describing Their Purpose, Content, and Interpretation*; *The Coöperative Achievement Tests: A Booklet of Norms (Introduction)*; and *The Coöperative Achievement Tests: A Bulletin Reporting the Basic Principles and Procedures Used in the Development of Their System of Scaled Scores*.

USE OF NORMS TABLES

The norms for the Coöperative tests are given in the form of percentile tables, which are furnished free with test orders. For some tests, a number of different tables are provided, for different amounts of study and different grade levels. In comparing the scores of a particular group with the norms, the appropriate tables should be chosen.

The percentile value corresponding to a given score shows what percentage of the students in that group achieve scores below that score. For instance, if a

tenth-grade student makes a Scaled Score of 54 on the Literary Acquaintance Test, reference to the percentile table for tenth-graders shows that this score corresponds to a percentile value of 83. This means that the pupil's score is higher than the scores of 83% of tenth-graders who have taken the test. Such comparisons with the norms may be made both for individual students and for class averages.

The percentile tables also facilitate the study of the relative standing of an individual or a class on various parts of such tests as the English and language tests. Suppose, for instance, that the average Scaled Score of a second-year French class on the Coöperative French Test given at the end of the year is at the 55th percentile on the two-year norms table on the reading part, at the 60th percentile on the vocabulary part, and at the 45th percentile on the grammar part. This does not necessarily indicate that the teacher of this class ought to put more stress on grammar and less on reading. It does mean that, in grammar, the average achievement of this class is less than that of the average student with the same amount of study, but that, in reading and vocabulary, it is greater. The individual teacher must decide whether he is satisfied to have it so; many instructors prefer to emphasize reading, and a relatively lower average on grammar would be entirely in accord with the objectives of their course. On the other hand, if the teacher had endeavored to lay a particularly good foundation of grammar knowledge in this course, and found his pupils' average score relatively lower on that part, this would indicate the advisability of reconsidering methods in the light of the desired objectives.

SUGGESTED USES OF COÖPERATIVE TESTS

The uses of test results reported by schools and colleges are many and varied, but the immediate purpose of the examinations, upon which all ultimate uses depend, may be very simply stated. That purpose is to provide objective and reliable measures of the educational achievement of the pupils tested.

Each teacher or administrator must decide how the tests can be most helpful in his own situation, but the following uses will illustrate the ways in which they have been found helpful in adapting education to the individual. Coöperative test results have been used:

1. To furnish information about the potentialities and achievements of each student, thus making possible the identification of those individuals who merit special provisions because of distinct handicaps or markedly superior performance.

2. To indicate the pattern of achievement for each student, so that information about his areas of relative strength and weakness may serve as a sounder basis for educational and vocational guidance than school marks, which are not only unreliable but are not comparable from class to class.

3. To implement, through the provision of a number of comparable forms in each field, studies of individual growth in defined types of achievement from year to year.

4. To provide a more realistic method than a mere counting of numbers of semesters of study for determining when a student has attained competence in a given field.

* The "true" score may be defined as the average of all the scores that would be obtained by giving the student a very large number of similar tests.

5. To give a preview of the status of an individual or of an entire class at the beginning of a course or curriculum so that appropriate placement may be made and later instruction intelligently modified.

6. To serve as a partial basis for appraising the relative effectiveness of curriculum materials and methods of instruction in the various major areas of high-school and college instruction, and as a general incentive toward improved teaching and learning.

7. To establish meaningful and objective standards for admission, placement, promotion, certification, and graduation, and for transfer and advanced standing relations with other institutions; and to maintain such standards uniformly from year to year.

PRECAUTIONS TO BE OBSERVED IN USING TESTS AND TEST RESULTS

It should be emphasized that achievement test scores provide only one type of information about the needs, achievements, and interests of individuals, and that sound educational guidance requires that as much relevant information as possible be collected, from all available sources. Test results form a valuable part of the informational background needed for guidance, but they are only a part, and should be interpreted in conjunction with information of many other types.

It is important to remember that scholastic achievement, both of individuals and of classes, teaching effectiveness, relative value of different curricula and methods, and other aspects of the educational process cannot be judged on the basis of test scores alone. Many other factors must be taken into account, such as differences in native ability of the pupils, environmental conditions, motivation, course emphases and objectives, and other differences which may influence test scores.

Some educators have been disturbed by the danger of misuse of test results through the failure to observe these precautions, and also through the blind use of the norms as standards which should be attained by all. However, any intelligent interpretation of test results must rest to a considerable extent on information concerning the achievement of various objectively defined groups of students. It must remain the responsibility of the person administering and interpreting the tests to select the most suitable bases for interpreting the scores made by an individual or a group, and to give full weight to the various other considerations which may be important elements in the interpretation of the test scores.

Many teachers, influenced by traditional "passing" standards, feel that a test is of proper difficulty when students doing "satisfactory" work can answer correctly at least 70% of the test items. Also, many teachers feel that *every* test item should measure something which a large majority of well taught students ought to have learned. These ideas, when applied to examinations of the type represented by the Coöperative tests, are serious misconceptions. They may cause teachers to become unduly discouraged by the performance of their students on the tests, or to condemn the tests as too difficult.

Great differences in achievement exist among high-school and college students. A test which is to measure adequately these differences must contain items which discriminate well at various levels of attainment. Therefore, a test which will indicate

reliably just how superior the best pupils really are must contain some items which test for a level of understanding far beyond that of the average pupil. At the same time, in order to discriminate among pupils at the lower end of the scale, the test must contain some items that offer no real challenge to the average pupil. Ideally, the tests should be so adjusted in difficulty that the least able of all the students who take the test will score near zero, the average student will make about half the possible score, and the very best students will just fall short of a perfect score.

These characteristics of the tests should, of course, be explained to the students; otherwise they may become unnecessarily discouraged by their performance, particularly if their experience has been only with the traditional "per cent" type of grades on tests.

There is further danger that, because of such misconceptions, teachers may resort to undesirable teaching practices in order to have their students show up better on tests of this type. It is therefore important that test users should understand the nature and function of these tests, with reference both to the range of difficulty of the content, and to the principles of selection followed in sampling the content of the field.

Some teachers have shown an unfortunate tendency to look upon the content of a test of this kind as an abbreviated course of study—as a guide to curriculum content. They have therefore used the content of past tests as a source of drill material in instruction. Such practice is not only futile, it may be definitely harmful.

Each test includes only a very limited sampling of all possible questions that might be asked. This sampling will, of course, differ from year to year. The only defensible procedure is for the teacher to distribute instruction over all elements in the course of study, with varying emphasis, of course, but with such emphasis determined by the accepted objectives of instruction rather than by what happened to be included in last year's test.

No test, if only because of its very limited sampling, can be taken as a safe guide to what specific materials should be taught in the subject tested. Certainly the Coöperative tests are not intended as such a guide. These tests should always be looked upon as *measuring* instruments, not as teaching instruments or curriculum guides. Where test scores are low, the real need will often be for better learning of what is already being taught, rather than for a different basic content. Also, low test results may very frequently indicate the need for better guidance of individuals in course selection, rather than a need for increased efforts to force the student to learn something which, by reason of his particular interests, capacities, and opportunities, he does not need or is not able to learn.

Test results may be much better used as a basis for improved guidance and better adaptation of instructional materials to individual needs and capacities than as a stimulus to the teacher to put increased pressure on her pupils merely to learn more "subject matter." Where the need for curriculum reorganization is felt, the teacher and principal should turn, not to the tests, but to sources such as the better courses of study now available, the reports of curriculum investigations, and the writings of authorities on the curriculum.

LIST OF PUBLICATIONS

The Coöperative Test Service issues, in addition to the tests and test materials, a number of descriptive and interpretative booklets. Copies of reprints of certain articles concerning the general testing and guidance movement are also available. These publications are listed below.

	Price per copy
The Coöperative Achievement Tests: A Handbook Describing Their Purpose, Content, and Interpretation (Out of print, revised edition in preparation).....	\$.25
The Coöperative Achievement Tests: Typical Items Illustrating the Form and Content of Representative Tests (October, 1938).....	.25
The Coöperative Achievement Tests: A Booklet of Norms (May, 1938).....	.25
Introduction to the Booklet of Norms. This 16-page leaflet is a reprint of the introductory material given in the Booklet of Norms and presents all the explanatory material contained in that publication, including the reliability coefficients and correlation data.....	.10
The Coöperative Achievement Tests: A Bulletin Reporting the Basic Principles and Procedures Used in the Development of Their System of Scaled Scores (December, 1939).....	.25

Copies of the following offprints of articles relating to testing and guidance also may be secured from the Coöperative Test Service:

FLANAGAN, JOHN C., <i>A New Type of Reading Test for Secondary-School and College Students Which Provides Separate Scores for Speed of Comprehension and Level of Comprehension</i>	gratis
FLANAGAN, JOHN C., <i>A Study of the Effect on Comprehension of Varying Speeds of Reading</i>	gratis
FLANAGAN, JOHN C., <i>The Unique Functions of Coöperative Testing Programs at the College Level</i>	gratis
MCCONN, MAX, <i>Educational Guidance Is Now Possible</i>.....	.10
MCCULLOUGH, CONSTANCE M., and FLANAGAN, JOHN C., <i>The Validity of the Machine-Scorable Coöperative English Test</i>	gratis
SEDER, MARGARET, <i>An Experimental Study of a New Mathematics Test for Grades 7, 8, and 9</i> ..	gratis
TOWNSEND, M. ERNEST, <i>An Experiment in the Professional Examination of Teachers</i>.....	.10
WOOD, BEN D., <i>Basic Considerations in Educational Testing</i>.....	.10
WOOD, BEN D., <i>Criteria of Individualized Education</i>.....	.10
WOOD, BEN D., and BEERS, F. S., <i>Knowledge versus Thinking?</i>.....	.10
WOOD, BEN D., <i>The Major Strategy of Guidance</i>.....	.10
Reports of the College Sophomore Testing Program, 1932*, 1933*, 1934*, 1935*, 1936, 1937, 1938, and 1939.....	ea. .10
Reports of the Physics Testing Program, 1934*, 1935, 1936, 1937, and 1939.....	ea. .10
Reports of the Chemistry Testing Program, 1937, 1938, and 1939.....	ea. .10
Reports of the Conferences on Educational Measurement and Guidance, 1932, 1933, 1934, 1935, 1936, 1937, and 1938.....	ea. .25
Report of the Conference on Educational Measurement and Guidance, 1939.....	.50

* Out of print.

Because of its interest to users of Coöperative Tests, attention is called to the following significant contribution in the field of test construction:

HAWKES, H. E., LINDQUIST, E. F., and MANN, C. R., <i>The Construction and Use of Achievement Examinations</i> (Houghton Mifflin Company)	2.50
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INFORMATION CONCERNING THEIR CONSTRUCTION, INTERPRETATION, AND USE



The new series of Cooperative English Tests, beginning with Form Q, includes tests of expression and tests of reading comprehension, involving respectively the active and the passive use of the language. The reading comprehension tests, available at two levels of difficulty, provide scores on vocabulary, speed of comprehension, and level of comprehension, and also a total reading score. More detailed information on the reading comprehension tests is given in the separate description of these tests.

Earlier series² of Cooperative English Tests include the following:

Cooperative English Test, Series 1, Forms 1932-1936, inclusive. This test, based on material developed at the University of Wisconsin, is a 95-minute test yielding scores for usage, spelling, and recognition vocabulary, and a total English score.

Cooperative English Test, Series 2, Forms 1932-1936, inclusive. The usage and spelling parts of this test, based on materials developed at the University of Iowa, employ a somewhat different type of test material from that of Series 1, but the Series 2 tests also provide usage, spelling, vocabulary, and total English scores. The time required is 75 minutes.

Cooperative English Test, Forms 1937, O, and P. This test, requiring 80 minutes of working time, represents a combination of the types of materials found in Series 1 and Series 2. Like Series 1 and 2, it provides scores for usage, spelling, vocabulary, and total English.

Cooperative English Test, Forms OM and PM. This test differs from Series 1 and 2 and from Forms 1937, O, and P in being entirely objective in scoring. With Forms OM and PM it is necessary to use separate answer sheets, which may be scored either by machine or manually by the use of stencil keys.

A study³ was made of the validity of this all-objective form of the English test, and in view of the favorable results obtained, it was decided to make the new series of English tests, beginning with Form Q, entirely objective in scoring.⁴ The new forms

¹ By Geraldine Spaulding and W. W. Cook, with the editorial assistance of Dudley H. Cloud, H. A. Dominovich, E. F. Lindquist, Robert C. Pooley, Marion C. Sheridan, and George Summey, Jr.

Orders for any of these tests should be sent to the Cooperative Test Service, 15 Amsterdam Ave., New York, N. Y. In ordering Form Q of the English Test, please specify which of the following units are wanted:

Test A: *Mechanics of Expression*
Test B1: *Effectiveness of Expression (Lower Level)*
Test B2: *Effectiveness of Expression (Higher Level)*
Test C1: *Reading Comprehension (Lower Level)*
Test C2: *Reading Comprehension (Higher Level)*

² Certain forms of the earlier series are still available.
³ Constance M. McCullough and John C. Flanagan, "The Validity of the Machine-Scorable Cooperative English Test," *Journal of Experimental Education*, 7 (1939), 229-232.

⁴ The type of exercise used in the new *English Test A: Mechanics of Expression* is similar to that used in Forms OM and PM, which was developed by M. F. Carpenter and E. F. Lindquist of the University of Iowa.

may therefore be used with separate answer sheets; however, they are set up in such a way that answers may be recorded in the booklet.

Purposes of the Tests

In setting up the organization of the new series of English tests, the various factors involved in the use of the language were analyzed. The major aspects of a mastery of English are obviously concerned with the active and the passive use of the language—i.e., expression and comprehension, respectively. The vocabulary materials included in the earlier series of Cooperative English Tests were of the recognition type, measuring comprehension of vocabulary rather than the active vocabulary involved in expression. For this reason, the recognition type of vocabulary test forms a part of the new reading comprehension tests, and is not used in the expression tests.

The expression tests include tests covering two aspects of the active use of English. The first, *Test A: Mechanics of Expression*, concerns matters of correct usage in grammar and syntax (15 minutes), punctuation and capitalization (15 minutes), and spelling (10 minutes). The second, *Test B: Effectiveness of Expression*, attempts to measure those factors in the ability to express oneself effectively which lend themselves to the objective testing technique. These factors include the development of good judgment with regard to the construction of strong and effective sentences, and a certain feeling for style (15 minutes); extent of active vocabulary (10 minutes); and ability to organize materials effectively (15 minutes).

The test in *Mechanics of Expression* is available at only one level, and is suitable for use in grades 7 through 12. It may also be used in college classes where it is desired to measure degree of mastery of the mechanics of correct expression. The test requires 40 minutes of working time.

The *Effectiveness of Expression Tests* are available at two levels of difficulty. Test B1, the Lower Level test, is intended for use in grades 7 through 12, but experience has shown that Form Q of Test B1 may also be used satisfactorily in unselected college freshman classes. Test B2, the Higher Level test, is intended for use in grades 11 and 12 and at all college levels. Preliminary results from the administration of this test indicate that Form Q of Test B1 will be more suitable than Form Q of Test B2 for grades 11 and 12 except for very superior eleventh- and twelfth-grade classes. Either test requires 40 minutes of working time.

Contents and Techniques of the Tests

Test A: Mechanics of Expression

In preparing the outline of topics to be covered in the grammatical usage part of Test A, a comprehensive list of grammar points was drawn up. This

The same outline is used for these two tests, since they differ chiefly in the difficulty of the material used. In preparing the outline, an analysis was made of various factors contributing to effectiveness in the use of English. Various English courses of study,

composition textbooks, and general discussions of the problems met in writing effectively were used as aids in this analysis. The outline does not, of course, cover all of these factors, as the test is necessarily limited to those phases which can be adequately dealt with in an objective test. The topics covered in the first part, dealing with sentence structure and style, include the following:

1. Avoidance of unjustified partial sentences
2. Avoidance of unjustified "comma splice"
3. Avoidance of strung-out sentences
4. Proper placing of modifiers
5. Avoidance of incongruity caused by dangling modifiers
6. Avoidance of ambiguity caused by poor sentence arrangement (unclear reference, etc.)
7. Use of parallel structure in expressing parallel ideas
8. Effective handling of subordination
9. Discrimination in choice of connecting words

In addition to these elements of sentence structure, the following points, concerned with methods of achieving desired effects, are included:

1. Emphasis achieved by
 - a. repetition
 - b. use of climax
 - c. placing of important elements in emphatic position, and of unimportant elements in inconspicuous position
 - d. use of full expression in clause or sentence for important elements, and less ponderous expression (modifiers, appositives, etc.) for less important elements
2. Variety achieved by
 - a. avoidance of tiresome repetition of same word
 - b. varying type of sentence structure
 - c. varying type of modifiers
3. Adapting the sentence form to the character of the idea or feeling to be expressed

The material used in the first part of the *Effectiveness of Expression Tests* includes a number of sentence groups, similar to the sentence structure section of the Series 1 English Tests and of Forms 1937, O, and P. In each of these groups, four different sentences on the same subject are given; the student is to select the one which is most effectively expressed. In addition to the sentence groups, each test contains a passage of connected prose. Two different versions of the passage are given in adjacent columns, and the student is asked to decide which version of each sentence (or other indicated portion of the passage) is more effectively expressed. The use of a passage of connected prose provides a certain contextual setting which is lacking in the sentence groups.

In addition to these two types of materials involving judgment on relative effectiveness of expression, there are items in which the student decides which one of several general statements best represents the basis for his choice of the most effective version. These items on the *reasons* for the choices made are intended to test the student's awareness of the principles involved in effectiveness of expression and

their application to specific situations, and his ability to recognize various devices which are useful in securing desired effects.

Since Tests B1 and B2 are intended to measure the active use of English, the recognition type vocabulary test which formed a part of earlier English tests is included in the *Reading Comprehension Test*. The *Expression Tests* include a part which is designed to measure active vocabulary. The type of item used represents an objectively scorable approximation of the simple recall situation. Since any type of item in which the test word appears in full becomes automatically a recognition item, a technique was adopted similar to that used in the machine-scorable completion test in the *American Council on Education Psychological Examination*. The directions and sample below show the type of item used:

Directions: Each of the sentences below describes a certain word. The number in parentheses shows how many letters there are in the word. You are to think of the exact word which best fits the sentence, and find its FIRST LETTER among the choices given below the sentence. Put the *number* of this initial letter in the parentheses at the right. Do not spend too much time on any one item; if you cannot think of the right word, go on to the next item.

Sample: The thin cutting part of an instrument, as of a knife or sword, is called its -(5)-.

- 1 A
- 2 B
- 3 E
- 4 H
- 5 W (2)

The 5-letter word referred to in the sample sentence is "BLADE." The first letter of the word, B, is choice 2. The number 2 has therefore been written in the parentheses.

The words used are from the Thorndike Word List, and were chosen not only with reference to frequency of use but also with due consideration of the necessity for providing a recognizable description of each word. In the Lower Level test, B1, the words used range from the fifth to tenth thousand in the Thorndike list, the median being in the sixth thousand. In the Higher Level test, B2, 36 of the 45 words used range from the fifth to tenth thousand, with the remaining nine words from other frequency levels up to the twentieth thousand. The median of the Upper Level words is in the eighth thousand.

The last part of the *Effectiveness of Expression Test* represents an attempt to measure the ability to organize materials. Among the factors involved in this ability are:

- Ability to discriminate between relevant and irrelevant material
- Ability to recognize the relative breadth of scope of various topics
- Ability to classify material under appropriate headings
- Ability to arrange material in an effective order
- Ability to handle transitional material effectively

Two types of item are used. In the first, various thought elements are presented in random order, and the student is asked to arrange the elements in the best order to form a well-organized sentence or paragraph. A variant of this type presents statements representing whole paragraphs of a theme; the student decides what order of these paragraphs would give the best organization for the theme.

Further elements in organization are measured in an outlining test, in which the student organizes various topics (presented in random order) and answers questions designed to test how well he has classified and organized the different topics.

Interpretation of Scores

The scores for all three of the *Cooperative English Expression Tests* are expressed as Scaled Scores and are, therefore, directly comparable. Since scores for the *Cooperative Reading Comprehension Tests*, the *Cooperative Literary Acquaintance Test*, and the *Cooperative Vocabulary Test* are also expressed as Scaled Scores, all of them may be considered to be directly comparable. To provide for presentation of test results in graphic form, the Cooperative Test Service publishes an *Individual Profile Chart* which is easily filled out and interpreted.⁵

The accuracy of measurement of the Cooperative Tests is expressed in terms of the standard errors of measurement at different Scaled Score levels. These data are shown on the scoring keys for each test as vertical lines placed beside each column of Scaled Scores.

The size of the intercorrelations between scores on *Test A: Mechanics of Expression*, *Test B: Effectiveness of Expression*, and *Test C: Reading Comprehension* indicate that these tests measure related abilities; the correlation between *Mechanics* and *Effectiveness* is .76 for the Lower Level and .67 for the Higher Level, that between *Mechanics* and *Reading Comprehension* is .66 for the Lower Level and .60 for the Higher Level, and that between *Effectiveness* and *Reading Comprehension* is .80 for the Lower Level and .74 for the Higher Level.⁶ However, since the reliability coefficients for the tests are quite a bit higher than these figures, the factors covered by the separate tests appear to differ sufficiently to justify separate measures.

Norms

Percentile norms for each grade level in three types of secondary schools and for three types of colleges are provided for the *Cooperative English Expression*

⁵ *The Cooperative Achievement Tests, 1940* (catalog), pp. 12-15. John C. Flanagan, *The Cooperative Achievement Tests: A Bulletin Reporting the Basic Principles and Procedures Used in the Development of Their System of Scaled Scores*, Chapter IV.

⁶ The Lower Level coefficients were obtained from the scores of 194 ninth-grade pupils. The mean scores for this group were: *Mechanics of Expression* 37.8, *Effectiveness of Expression* 39.4, and *Reading Comprehension* 41.9; the standard deviations were: *Mechanics of Expression* 7.5, *Effectiveness of Expression* 9.2, and *Reading Comprehension* 10.0. The Higher Level coefficients were obtained from the scores of 308 twelfth-grade pupils. The mean scores for this group were: *Mechanics of Expression* 56.5, *Effectiveness of Expression* 55.8, and *Reading Comprehension* 59.2; the standard deviations were: *Mechanics of Expression* 10.2, *Effectiveness of Expression* 9.3, and *Reading Comprehension* 9.8.

Tests and will be found in the *Booklet of Norms*.⁷

The Scaled Scores, in which the *Cooperative English Expression Test* results are reported, to some extent constitute norms in themselves. A Scaled Score of 50 on the *Cooperative English Expression Tests* (or on the *Cooperative Reading Comprehension Tests*, the *Cooperative Literary Comprehension Test*, the *Cooperative Literary Acquaintance Test*, and the *Cooperative Vocabulary Test*) represents the score which the average child would make at the end of the twelfth grade if he attended an average school and had the usual amount and kind of instruction.⁸

Suggestions for Use

It is difficult to measure ability in English composition by rating actual performance. Subjective ratings of composition work are not only very time-consuming, but ratings of a single composition are highly unreliable under the usual circumstances. The most rigidly controlled conditions of writing and scoring are necessary in order to secure anything approaching an objective and reliable rating of a composition. The new *Cooperative English Expression Tests* provide objective measures of many of the various factors entering into composition ability. In developing the outline for the tests, an analysis was made of the different types of skill and knowledge which go to make up the complex ability to express oneself in English, and the tests were organized so as to measure as many of these types as possible. The new series of tests should therefore provide reasonably accurate measures of many of the factors involved in skill in written expression. The reliability and objectiveness of the tests make them particularly valuable for supplementing the teacher's subjective judgment about his students' writing ability, gained from cumulative experience with their actual work. The performance of the students on these tests should be of substantial value in assisting the teacher in calling the student's attention to those specific factors which are most definitely preventing his expression from being more effective.

Test A gives a measure of the degree of mastery of the essentials of correctness in English usage, while Tests B1 and B2 attempt to measure certain elements of the more elusive phase of composition, effectiveness of expression. The provision of separate Scaled Scores for these two aspects of the field makes it possible to determine whether the individual's greatest need is to improve his habits of usage, or to develop greater skill in organizing material and presenting it effectively in his writing. Since the Expression Tests are not intended to be diagnostic in a detailed way, Scaled Scores are not provided for the parts of either the *Mechanics of Expression* or the *Effectiveness of Expression* tests; however, study of the individual's performance on the various sections should furnish useful information about his points of relative weakness and strength, and may provide some guidance in determining the remedial work needed in particular cases.

⁷ *The Cooperative Achievement Tests: A Booklet of Norms, 1940* edition (in preparation).

⁸ John C. Flanagan, *The Cooperative Achievement Tests: A Bulletin Reporting the Basic Principles and Procedures Used in the Development of Their System of Scaled Scores*, p. 33.

ENGLISH

MECHANICS OF EXPRESSION

Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms
in Terms of Scaled Scores

Scaled Score	Grade				
	7	8	9	10	11
					12
					Percentiles**
78					
76					99
74					98
72				99	97
70				98	95
68			99	97	93
66			98	95	90
64		99	97	93	86
62		98	95	89	82
60	99	97	92	85	76
58	98	95	89	79	69
56	97	93	84	73	61
54	99	95	89	78	65
52	98	93	84	71	56
50	96	89	78	62	48
48	94	84	70	54	39
46	90	77	62	45	31
44	86	70	53	36	24
42	79	61	44	28	18
40	72	52	35	21	13
38	63	43	27	15	9
36	54	34	20	10	6
34	44	26	14	7	4
32	35	19	10	4	2
30	27	13	6	3	1
28	19	9	4	2	
26	13	6	2	1	
24	9	3	1		
22	6	2			
20	3	1			

Mean 35.2 39.6 43.4 47.2 50.5 53.3

Standard Deviation 8.3 8.6 8.7 8.9 9.2 9.5

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms
in Terms of Scaled Scores

Scaled Score	Grade			
	8	9	10	11
				12
				Percentiles**
78				
76				
74				
72				
70				
68				99
66			99	98
64			98	96
62	99	97	94	
60	98	95	91	
58	97	93	88	
56	99	95	89	83
54	97	93	85	77
52	96	89	79	71
50	93	85	73	63
48	90	79	66	55
46	86	72	58	47
44	80	64	49	39
42	73	56	41	31
40	66	47	33	24
38	57	39	26	18
36	48	31	19	13
34	39	24	14	10
32	31	17	10	6
30	24	12	7	4
28	18	9	4	3
26	12	6	3	2
24	8	4	2	1
22	5	2	1	
20	3	1		

36.4 40.6 44.2 46.7

9.0 9.2 9.5 9.7

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."

**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

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ENGLISH

EFFECTIVENESS OF EXPRESSION

Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade					
	7	8	9	10	11	12
Percentiles**						
78						
76						99
74						98
72					99	97
70					98	96
68				99	97	94
66				98	95	91
64				97	93	87
62			99	95	89	82
60			97	93	85	76
58		99	96	89	79	69
56		98	93	84	73	61
54	99	96	90	78	65	53
52	98	94	85	71	57	45
50	97	91	79	63	48	37
48	95	86	72	54	40	29
46	92	80	64	46	32	23
44	88	73	55	37	25	17
42	82	65	46	29	18	12
40	75	56	37	16	13	8
38	67	47	29	11	9	6
36	58	38	22	7	6	4
34	49	29	16	5	4	2
32	39	22	11	3	2	1
30	30	16	7	2	1	
28	23	11	5	1		
26	16	7	3			
24	11	4	2			
22	7	3	1			
20	4	1				
18	3					
16	2					

Mean 34.3 38.7 42.9 47.0 50.4 53.2

Standard Deviation 8.4 8.6 8.8 9.0 9.3 9.6

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade			
	8	9	10	11
Percentiles**				
78				
76				
74				
72				
70				
68				99
66			99	98
64			98	96
62			97	94
60		99	96	92
58		98	93	88
56		99	96	84
54		98	94	78
52		97	91	72
50		95	87	64
48		92	82	56
46		88	76	48
44		84	69	40
42		78	61	33
40		70	52	26
38		62	44	20
36		54	35	14
34		45	27	10
32		36	21	7
30		28	15	5
28		21	11	3
26		15	7	2
24		11	5	1
22		7	3	
20		5	2	
18		3	1	
16		2		

35.2 39.5 43.8 46.4

9.0 9.2 9.5 9.8

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."

**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

ENGLISH

READING COMPREHENSION

Vocabulary

Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade					
	7	8	9	10	11	12
Percentiles**						
86						
84						
82						
80						
78						
76						99
74						98
72					99	97
70					98	95
68				99	97	93
66				98	95	90
64			99	97	92	86
62			98	94	88	80
60		99	97	92	84	74
58		98	94	88	78	67
56		97	91	82	71	59
54	99	95	87	76	63	51
52	98	93	82	69	55	42
50	97	89	76	61	46	35
48	95	84	68	52	37	27
46	92	78	60	43	30	21
44	88	71	51	35	23	15
42	83	62	42	27	17	11
40	76	54	33	20	12	8
38	69	45	26	15	8	5
36	60	36	19	10	5	3
34	51	28	14	7	3	2
32	42	21	9	4	2	1
30	33	15	6	3	1	
28	25	10	4	2		
26	18	7	2	1		
24	13	4	1			
22	7	2				
20	5	1				
18	3					
16	2					
14	1					
12						

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade			
	8	9	10	11
Percentiles**				
86				
84				
82				
80				
78				
76				
74				
72				
70				99
68				98
66			99	97
64			98	96
62		99	97	94
60		98	95	91
58		97	93	87
56	99	96	89	82
54	98	93	85	76
52	96	90	80	69
50	94	85	73	62
48	91	80	66	54
46	87	73	58	46
44	82	66	50	38
42	75	57	41	30
40	68	49	33	23
38	59	40	26	18
36	50	32	20	13
34	42	25	14	9
32	33	18	10	6
30	26	13	7	4
28	19	9	5	3
26	14	6	3	2
24	9	4	2	1
22	5	2	1	
20	3	1		
18	2			
16	1			
14				
12				

Mean 33.8 39.2 43.8 47.5 50.9 53.8
Standard Deviation 8.6 8.8 8.9 9.1 9.3 9.6

35.9 40.3 44.1 47.1
9.0 9.2 9.5 9.8

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."
**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

ENGLISH

READING COMPREHENSION

Speed of Comprehension

Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	7	8	9	10	11	12
76						99
74						98
72					99	97
70					98	96
68				99	97	93
66				98	95	90
64			99	96	92	86
62			98	94	88	81
60		99	96	91	84	74
58		98	94	87	78	67
56		97	91	82	71	59
54	99	95	86	75	63	51
52	98	92	81	68	55	43
50	96	88	74	60	47	35
48	94	83	67	51	38	28
46	90	77	58	43	30	21
44	86	70	50	34	23	16
42	80	61	41	27	17	11
40	73	52	32	20	13	8
38	65	43	25	15	9	5
36	56	35	18	10	6	3
34	46	27	13	7	4	2
32	37	20	9	4	2	1
30	29	14	6	3	1	
28	21	10	4	1		
26	15	6	2			
24	10	4	1			
22	7	2				
20	4	1				
Mean	34.8	39.5	44.1	47.7	50.8	53.7
Standard Deviation	8.6	8.8	9.0	9.2	9.4	9.6

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	8	9	10	11
76				
74				
72				
70				99
68				98
66			99	96
64			98	95
62		99	96	92
60		98	94	89
58	99	96	91	84
56	98	94	87	79
54	97	92	83	72
52	95	88	77	65
50	93	83	70	57
48	89	77	62	49
46	84	70	54	41
44	79	62	45	33
42	72	53	37	26
40	64	45	30	20
38	55	37	23	15
36	46	29	17	11
34	38	22	12	7
32	30	16	8	5
30	23	11	6	3
28	17	8	4	2
26	12	5	2	1
24	8	3	1	
22	5	2		
20	3	1		
Mean	36.8	41.2	45.1	48.2
Standard Deviation	9.1	9.3	9.5	9.8

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."

**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

ENGLISH

READING COMPREHENSION

Level of Comprehension

Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	7	8	9	10	11	12
	Percentiles**					
76						99
74						98
72					99	97
70					98	95
68				99	97	93
66				98	95	90
64			99	96	92	86
62		99	98	94	88	80
60		99	96	91	84	74
58		98	94	87	78	67
56		97	91	82	71	59
54	99	95	87	76	63	51
52	98	93	82	68	55	42
50	97	89	75	60	47	35
48	94	84	68	52	38	27
46	91	78	59	43	30	21
44	87	70	50	35	23	15
42	82	62	42	27	17	11
40	75	53	33	20	13	8
38	67	44	26	15	9	5
36	58	35	19	10	6	3
34	49	27	14	7	4	2
32	40	20	9	4	2	1
30	31	15	6	3	1	
28	24	10	4	2		
26	17	7	2	1		
24	12	4	1			
22	8	2				
20	5	1				
18	3					
Mean	34.2	39.3	43.9	47.6	50.8	53.8
Standard Deviation	8.7	8.8	9.0	9.2	9.4	9.6

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	8	9	10	11
	Percentiles**			
76				
74				
72				
70				99
68				98
66			99	97
64			98	95
62		99	96	92
60		98	94	89
58	99	97	92	85
56	98	95	88	79
54	97	92	83	73
52	96	88	77	66
50	93	83	70	58
48	90	77	63	50
46	85	70	55	42
44	80	63	46	34
42	73	54	38	27
40	65	46	30	21
38	57	37	23	15
36	48	30	17	11
34	40	23	13	8
32	31	17	9	5
30	24	12	6	3
28	18	8	4	2
26	13	5	2	1
24	9	3	1	
22	6	2		
20	4	1		
18	2			
Mean	36.4	41.0	44.9	48.0
Standard Deviation	9.1	9.3	9.5	9.8

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."

**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

ENGLISH

READING COMPREHENSION

Total

Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade					
	7	8	9	10	11	12
78						
76						99
74						98
72					99	97
70					98	95
68				99	97	93
66				98	95	89
64			99	96	92	85
62			98	94	88	79
60		99	96	91	84	73
58		98	94	87	78	66
56		97	91	82	71	58
54	99	95	87	76	63	50
52	98	93	82	68	55	41
50	97	89	75	60	47	33
48	94	84	68	52	38	26
46	91	78	59	43	30	20
44	87	70	50	35	23	15
42	81	62	42	27	17	10
40	75	53	33	20	13	7
38	67	44	26	15	9	5
36	58	35	19	10	6	3
34	49	27	14	7	4	2
32	40	20	9	4	2	1
30	31	15	6	3	1	
28	23	10	4	2		
26	17	7	2	1		
24	12	4	1			
22	8	2				
20	5	1				
18	3					
16	2					
14	1					
12						
Mean	34.3	39.2	43.9	47.6	50.8	54.1
Standard Deviation	8.6	8.8	9.0	9.2	9.4	9.6

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade				
	8	9	10	11	12
78					
76					
74					
72					
70					99
68					98
66				99	97
64				98	95
62			99	97	93
60			98	95	89
58		99	97	92	85
56		98	95	88	80
54		97	92	84	74
52		96	89	78	67
50		93	84	71	59
48		90	78	64	51
46		85	72	55	43
44		80	64	47	35
42		73	56	39	28
40		65	47	31	21
38		57	39	24	16
36		48	31	18	11
34		40	24	13	8
32		31	17	9	5
30		24	12	6	3
28		18	9	4	2
26		13	6	2	1
24		9	4	1	
22		6	2		
20		4	1		
18		2			
16		1			
14					
12					
Mean	36.4	40.7	44.7	47.8	
Standard Deviation	9.1	9.3	9.5	9.8	

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."

**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

ENGLISH

Total of Mechanics of Expression, Effectiveness of Expression, and Reading Comprehension

Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade					
	7	8	9	10	11	12
	Percentiles**					
78						
76						99
74						98
72					99	97
70					98	95
68				99	97	93
66				98	95	90
64				97	93	85
62			99	95	89	80
60			98	93	84	74
58		99	96	89	79	67
56		98	94	84	72	59
54		97	91	78	64	50
52	99	95	86	71	56	42
50	98	92	81	63	47	34
48	96	88	74	55	39	27
46	94	82	66	46	31	21
44	90	76	57	37	24	15
42	85	68	48	29	18	11
40	79	60	39	22	13	7
38	71	50	31	16	9	5
36	63	41	23	11	6	3
34	53	33	17	8	4	2
32	44	25	12	5	2	1
30	39	18	8	3	1	
28	30	13	5	2		
26	23	9	3	1		
24	16	6	2			
22	11	3	1			
20	7	2				
18	4	1				
16	3					
14	2					
12	1					

Mean 33.3 37.9 42.4 46.9 50.6 53.9
Standard Deviation 8.4 8.7 8.8 9.0 9.3 9.6

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade				
	8	9	10	11	
	Percentiles**				
78					
76					
74					
72					
70					
68					99
66					98
64				99	96
62				98	94
60				96	91
58		99	94	88	
56	99	98	91	83	
54	98	96	87	77	
52	97	94	82	71	
50	96	91	76	64	
48	93	87	69	56	
46	90	82	62	48	
44	85	76	53	40	
42	79	69	45	32	
40	72	61	37	25	
38	64	52	29	19	
36	56	44	22	14	
34	47	35	17	10	
32	38	27	12	7	
30	30	21	8	5	
28	23	15	5	3	
26	17	11	4	2	
24	12	7	2	1	
22	8	5	1		
20	5	3			
18	3	2			
16	2	1			
14	1				
12					

34.7 37.5 43.2 46.6
9.0 9.2 9.5 9.8

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."

**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

ENGLISH

MECHANICS OF EXPRESSION

These percentile norms are in terms of Scaled Scores. The Entering Freshmen were tested at the beginning of the school year, and the other groups at the end of the year.

TYPE III

Norms based on 14,000 students in 35 colleges.*

TYPE II

Norms based on 50,000 students in 90 colleges.*

TYPE I

Norms based on 10,000 students in 15 colleges.*

Scaled Score	Type III Percentiles**					Scaled Score	Type II Percentiles**					Scaled Score	Type I Percentiles**				
	Entering Freshman	Freshman	Sophomore	Junior	Senior		Entering Freshman	Freshman	Sophomore	Junior	Senior		Entering Freshman	Freshman	Sophomore	Junior	Senior
84						84						84				99	99
82						82						82		99	99	98	98
80						80			99	99	99	80	99	98	98	97	96
78						78		99	98	98	97	78	98	97	96	95	94
76					99	76	99	98	97	97	96	76	97	96	94	92	91
74				99	98	74	98	97	96	95	94	74	95	93	90	89	87
72			99	98	96	72	96	95	93	92	91	72	93	90	86	84	82
70		99	98	96	94	70	94	92	90	88	86	70	89	85	81	78	75
68	99	98	96	94	92	68	91	88	85	83	81	68	84	79	74	71	68
66	98	97	94	91	88	66	87	83	80	77	75	66	78	72	67	63	60
64	97	95	91	87	83	64	82	77	73	70	67	64	71	64	58	54	51
62	96	92	87	82	77	62	76	70	66	62	59	62	63	56	50	46	43
60	93	88	82	76	70	60	68	62	57	54	51	60	55	47	41	37	34
58	90	83	75	69	62	58	60	54	49	45	42	58	46	38	33	29	27
56	86	77	68	61	54	56	51	45	40	37	34	56	37	30	25	22	20
54	80	70	60	53	45	54	43	36	32	29	27	54	29	23	19	16	15
52	74	62	52	44	37	52	34	28	25	22	20	52	22	17	13	11	10
50	66	53	43	36	29	50	27	21	18	16	15	50	16	12	9	8	7
48	58	45	35	28	23	48	20	16	13	12	10	48	11	8	6	5	4
46	50	36	27	21	17	46	14	11	9	8	7	46	8	5	4	3	3
44	41	29	21	16	12	44	10	7	6	5	4	44	5	3	2	2	2
42	33	22	15	11	8	42	7	5	4	3	3	42	3	2	1	1	1
40	25	16	11	7	5	40	4	3	2	2	2	40	2	1			
38	19	11	7	5	3	38	3	2	1	1	1	38	1				
36	14	8	5	3	2	36	2	1				36					
34	9	5	3	2	1	34	1					34					
32	6	3	2	1		32						32					
30	4	2	1			30						30					
28	2	1				28						28					
Mean	48.1	51.2	53.6	55.4	57.1		55.7	57.2	58.3	59.1	59.8		58.9	60.7	62.1	63.0	63.7
Standard Deviation	9.2	9.2	9.3	9.3	9.4		9.1	9.1	9.2	9.3	9.3		9.0	9.0	9.1	9.1	9.2

* The basis for defining the three types of norms reported is the performance of the entering college freshmen on the American Council on Education Psychological Examination. (See "Introduction to the Norms," page 4.) Possibly the best single designation of Type I would be pre-professional college students; Type II may be thought of as most appropriate for students in typical liberal arts college; Type III is representative of the type of student found in many junior colleges and teachers colleges.

** The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentile for odd-numbered Scaled Scores. Accuracy of norms for new tests has been established and checked by administration of tests to 10,000 students in 100 colleges.

ENGLISH

EFFECTIVENESS OF EXPRESSION

These percentile norms are in terms of Scaled Scores. The Entering Freshmen were tested at the beginning of the school year, and the other groups at the end of the year.

TYPE III

Norms based on 14,000 students in 35 colleges.*

TYPE II

Norms based on 50,000 students in 90 colleges.**

TYPE I

Norms based on 10,000 students in 15 colleges.*

Scaled Score	TYPE III					Scaled Score	TYPE II					Scaled Score	TYPE I				
	Entering Freshman	Freshman	Sophomore	Junior	Senior		Entering Freshman	Freshman	Sophomore	Junior	Senior		Entering Freshman	Freshman	Sophomore	Junior	Senior
	Percentiles**						Percentiles**						Percentiles**				
88						88						88					
86						86						86					
84						84						84					
82						82						82	99	98	97	96	95
80					99	80			99	98	97	80	98	97	96	94	93
78				99	98	78		99	98	97	96	78	97	96	93	91	89
76			99	98	97	76	99	98	96	95	94	76	96	93	90	87	85
74			98	97	95	74	98	96	94	92	90	74	93	90	86	83	80
72		99	97	95	92	72	96	94	91	89	86	72	90	85	81	77	74
70	99	98	95	93	88	70	94	91	87	84	81	70	85	80	74	70	66
68		98	96	93	89	68	91	87	82	79	75	68	80	73	67	62	58
66		97	94	89	85	66	87	82	76	72	68	66	73	65	59	53	48
64		95	91	85	79	64	82	76	69	64	60	64	66	57	50	45	40
62		93	87	79	73	62	75	69	61	56	52	62	57	48	41	37	32
60		90	82	73	65	60	68	61	53	48	43	60	49	40	33	29	25
58	85	76	66	57	48	58	60	53	45	40	35	58	40	32	26	22	18
56	80	69	58	49	40	56	52	44	36	32	28	56	32	24	19	16	12
54	73	61	49	40	32	54	43	36	29	25	21	54	25	18	14	10	8
52	66	53	41	33	25	52	35	28	22	19	16	52	18	13	10	7	5
50	58	45	33	25	19	50	27	21	16	13	11	50	13	9	7		
48	50	36	26	19	14	48	21	16	11	9	8	48	9	6	4	3	2
46	41	29	19	14	10	46	15	11	8	6	5	46	6	4	3	2	1
44	33	22	14	10	7	44	11	7	5	4	3	44	4	2	2	1	
42	26	16	10	7	4	42	7	5	3	3	2	42	2	1	1		
40	19	11	7	4	3	40	5	3	2	2	1	40	1				
38	14	8	4	3	2	38	3	2	1	1		38					
36	10	5	3	2	1	36	2	1				36					
34	7	3	2	1		34	1					34					
32	4	2	1			32						32					
30	3	1				30						30					
28	2					28						28					
26	1					26						26					
Mean	48.1	51.3	54.2	56.3	58.5		55.6	57.4	59.3	60.5	61.6		60.3	62.4	64.0	65.2	66.4
Standard Deviation	9.4	9.4	9.5	9.5	9.6		9.3	9.3	9.4	9.5	9.5		9.2	9.2	9.3	9.4	9.5

* The basis for defining the three types of norms reported is the performance of the entering college freshmen on the American Council on Education Psychological Examination. (See "Introduction to the Norms," page 4.) Possibly the best single designation of Type I would be pre-professional college students; Type II may be thought of as most appropriate for students in typical liberal arts colleges; Type III is representative of the type of student found in many junior colleges and teachers colleges.

** The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentile for odd-numbered Scaled Scores. Accuracy of norms for new tests has been established and checked by administration of tests to 10,000 students in 100 colleges.

ENGLISH

READING COMPREHENSION

Vocabulary

These percentile norms are in terms of Scaled Scores. The Entering Freshmen were tested at the beginning of the school year, and the other groups at the end of the year.

TYPE III

Norms based on 14,000 students in 35 colleges.*

TYPE II

Norms based on 50,000 students in 90 colleges.*

TYPE I

Norms based on 10,000 students in 15 colleges.*

Scaled Score	Percentiles**					Scaled Score	Percentiles**					Scaled Score	Percentiles**				
	Entering Freshman	Freshman	Sophomore	Junior	Senior		Entering Freshman	Freshman	Sophomore	Junior	Senior		Entering Freshman	Freshman	Sophomore	Junior	Senior
94						94						94					99
92						92						92				99	98
90						90						90			99	98	97
88						88						88		99	98	97	95
86						86						86		99	98	97	93
84						84			99	99	98	84	98	97	95	92	90
82						82			98	98	97	82	97	95	92	89	86
80					99	80		99	97	96	95	80	95	93	88	84	80
78			99	98	96	78	99	98	96	94	93	78	93	89	84	79	74
76		99	98	96	94	76	98	96	94	92	90	76	89	85	78	72	67
74		98	97	94	91	74	96	94	91	88	85	74	85	79	72	65	59
72	99	97	95	92	88	72	94	92	87	83	80	72	79	72	64	57	51
70	98	95	92	88	83	70	91	88	82	78	74	70	73	65	56	48	43
68		97	93	89	83	68	87	83	76	71	67	68	65	57	47	40	35
66		95	90	84	78	66	83	77	69	63	59	66	57	48	39	32	27
64		88	85	79	71	64	77	70	61	55	51	64	49	40	31	25	21
62		84	80	73	64	62	70	63	53	47	43	62	40	32	24	19	15
60		74	65	56	47	60	62	55	45	39	35	60	32	25	18	14	11
58	78	67	57	48	39	58	54	46	37	31	27	58	25	19	13	10	8
56	71	59	49	39	32	56	45	38	29	24	21	56	19	13	9	7	5
54	64	50	41	32	25	54	37	30	22	18	16	54	14	9	6	4	3
52	56	42	33	25	19	52	30	23	17	13	11	52	10	6	4	3	2
50	48	34	26	19	14	50	23	17	12	9	8	50	6	4	3	2	1
48	39	27	20	14	10	48	17	13	8	6	5	48	4	3	2	1	
46	32	21	15	10	7	46	12	9	6	4	3	46	3	1	1		
44	25	15	10	7	4	44	8	6	4	3	2	44	2				
42	19	11	7	4	3	42	6	4	2	2	1	42	1				
40	13	7	5	3	2	40	4	2	1	1		40					
38		9				38	2	1				38					
36		6	3	2	1	36	1					36					
34		4	2	1		34						34					
32		3	1			32						32					
30		2				30						30					
28		1				28						28					
Mean	50.6	53.9	56.2	58.6	60.7		57.1	58.9	61.3	62.7	63.8		64.3	66.4	68.6	70.4	71.8
Standard Deviation	9.6	9.6	9.7	9.7	9.8		9.5	9.5	9.6	9.6	9.7		9.4	9.4	9.5	9.6	9.6

* The basis for defining the three types of norms reported is the performance of the entering college freshmen on the American Council on Education Psychological Examination. (See "Introduction to the Norms," page 4.) Possibly the best single designation of Type I would be pre-professional college students; Type II may be thought of as most appropriate for students in typical liberal arts colleges; Type III is representative of the type of student found in many junior colleges and teachers colleges.

** The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentile for odd-numbered Scaled Scores. Accuracy of norms for new tests has been established and checked by administration of tests to 10,000 students in 100 colleges.

ENGLISH

READING COMPREHENSION Speed of Comprehension

These percentile norms are in terms of Scaled Scores. The Entering Freshmen were tested at the beginning of the school year, and the other groups at the end of the year.

TYPE III

Norms based on 14,000 students in 35 colleges.*

TYPE II

Norms based on 50,000 students in 90 colleges.*

TYPE I

Norms based on 10,000 students in 15 colleges.*

Scaled Score	Entering Freshman	Freshman	Sophomore	Junior	Senior
92					
90					
88				99	99
86			99	99	98
84		99	99	98	98
82	99	99	98	97	96
80	99	98	96	95	95
78	98	96	95	94	93
76	97	95	93	92	91
74	95	93	91	90	88
72	93	91	89	87	86
70	91	88	86	83	82
68	89	85	82	80	77
66	85	81	78	74	72
64	80	76	72	67	65
62	74	69	64	60	58
60	67	62	57	52	50
58	60	54	49	45	43
56	52	46	42	38	36
54	45	39	35	30	28
52	38	32	28	23	21
50	31	26	21	18	16
48	24	19	16	13	12
46	18	14	12	10	9
44	12	10	8	7	6
42	9	7	6	4	4
40	6	4	3	3	2
38	3	2	2	2	1
36	1	1	1	1	

Scaled Score	Entering Freshman	Freshman	Sophomore	Junior	Senior
92			99	99	99
90			99	99	99
88		99	99	98	98
86	99	99	98	97	97
84	98	98	97	96	96
82	97	97	96	94	94
80	96	95	94	93	92
78	94	93	93	91	89
76	92	91	90	88	86
74	90	90	88	85	82
72	87	86	85	81	78
70	84	82	81	77	73
68	80	78	76	71	67
66	75	72	70	65	61
64	68	66	63	58	55
62	60	58	56	51	48
60	53	51	48	44	40
58	46	43	41	36	33
56	39	36	34	29	26
54	31	29	26	22	20
52	24	22	20	17	15
50	18	17	15	13	11
48	14	12	11	9	8
46	10	9	7	6	5
44	7	6	5	4	3
42	5	4	3	2	2
40	3	2	2	1	1
38	2	1	1		
36	1				

Scaled Score	Entering Freshman	Freshman	Sophomore	Junior	Senior
92	99	99	99	99	99
90	98	99	98	98	98
88	98	98	97	96	96
86	96	96	95	94	94
84	95	94	93	92	92
82	93	92	91	89	89
80	91	90	88	86	86
78	88	87	85	82	82
76	85	84	82	79	79
74	81	80	77	74	74
72	77	74	72	68	68
70	72	69	66	62	62
68	66	63	60	56	56
66	60	57	53	49	49
64	53	50	46	42	42
62	46	43	39	34	34
60	39	35	32	27	27
58	31	28	25	21	21
56	25	22	19	16	16
54	19	17	14	11	11
52	14	12	10	8	8
50	10	9	7	5	5
48	7	6	4	3	3
46	4	3	2	1	1
44	2	1	1		
42	1				
40					
38					
36					

Mean 57.7 59.3 60.6 61.8 62.5

61.6 62.3 63.1 64.5 65.5

66.0 66.9 67.9 69.2 70.0

Standard Deviation 10.2 10.4 10.7 10.8 10.9

10.9 10.9 11.2 11.3 11.3

11.2 11.1 11.1 11.0 10.9

* The basis for defining the three types of norms reported is the performance of the entering college freshmen on the American Council on Education Psychological Examination. (See "Introduction to the Norms," page 4.) Possibly the best single designation of Type I would be pre-professional college students; Type II may be thought of as most appropriate for students in typical liberal arts colleges; Type III is representative of the type of student found in many junior colleges and teachers colleges.

The percentile values in the tables are those closest to the actual Scaled Scores listed. Repeated values in the percentile columns, the underlined figures are those corresponding most closely to the exact percentile point. Interpolation may be used to obtain the closest percentile for odd-numbered Scaled Scores. Accuracy of norms for new tests has been established and checked by administration of tests to 10,000 students in 100 colleges.

ENGLISH

READING COMPREHENSION Level of Comprehension

These percentile norms are in terms of Scaled Scores. The Entering Freshmen were tested at the beginning of the school year, and the other groups at the end of the year

TYPE III

Norms based on 14,000 students in 35 colleges.*

TYPE II

Norms based on 50,000 students in 90 colleges.*

TYPE I

Norms based on 10,000 students in 15 colleges.*

Percentiles**

Scaled Score	Entering Freshman	Freshman	Sophomore	Junior	Senior
90					
88					
86					
84					
82					99
80				99	<u>99</u>
				98	97
78		99	99	97	96
76		98	97	96	94
74	99	97	95	94	92
72	97	95	93	91	88
70	95	92	90	87	84
68		90	86	83	80
66	93	86	82	78	74
64	90	82	77	72	68
62	86	76	71	66	61
60	81	70	64	59	54
	75				
58	68	62	57	51	46
56	61	55	49	43	39
54	52	46	41	35	31
52	44	38	33	28	23
50	36	31	26	21	17
48					
46	28	23	19	15	12
44	21	17	13	10	8
42	15	12	9	7	5
40	10	8	6	4	3
	6	5	4	2	2
38	4	2	2	1	1
36	2	1	1		
34	1				

Scaled Score

Scaled Score	Entering Freshman	Freshman	Sophomore	Junior	Senior
90					
88					
86					
84			99	98	98
82	99	99	97	96	96
80	<u>99</u>	98	96	94	94
78	98	96	94	92	91
76	96	94	92	90	88
74	94	92	90	87	84
72	91	89	86	83	80
70	88	85	82	78	76
68	84	80	77	72	70
66	79	75	71	66	63
64	73	69	65	59	56
62	66	62	58	52	48
60	59	55	50	45	41
58	52	48	43	37	34
56	44	40	36	30	26
54	36	32	27	22	18
52	28	24	20	15	13
50	21	18	14	11	9
48	16	13	10	7	6
46	11	9	7	5	4
44	7	6	4	3	2
42	5	4	3	2	1
40	3	2	2	1	
38	1	1	1		
36					
34					

Percentiles**

Scaled Score	Entering Freshman	Freshman	Sophomore	Junior	Senior
90					
88					
86					
84			99	98	98
82	99	99	97	96	96
80	<u>99</u>	98	96	94	94
78	98	96	94	92	91
76	96	94	92	90	88
74	94	92	90	87	84
72	91	89	86	83	80
70	88	85	82	78	76
68	84	80	77	72	70
66	79	75	71	66	63
64	73	69	65	59	56
62	66	62	58	52	48
60	59	55	50	45	41
58	52	48	43	37	34
56	44	40	36	30	26
54	36	32	27	22	18
52	28	24	20	15	13
50	21	18	14	11	9
48	16	13	10	7	6
46	11	9	7	5	4
44	7	6	4	3	2
42	5	4	3	2	1
40	3	2	2	1	
38	1	1	1		
36					
34					

Scaled Score

Scaled Score	Entering Freshman	Freshman	Sophomore	Junior	Senior
90					
88					
86					
84					
82					
80					
78					
76					
74					
72					
70					
68					
66					
64					
62					
60					
58					
56					
54					
52					
50					
48					
46					
44					
42					
40					
38					
36					
34					

Percentiles**

Scaled Score	Entering Freshman	Freshman	Sophomore	Junior	Senior
90					
88					
86					
84					
82					
80					
78					
76					
74					
72					
70					
68					
66					
64					
62					
60					
58					
56					
54					
52					
50					
48					
46					
44					
42					
40					
38					
36					
34					

55.7 57.3 58.7 60.3 61.5
9.2 9.5 9.7 9.8 10.0

60.1 61.2 62.6 64.2 65.2
9.3 10.0 10.4 10.5 10.3

* The basis for defining the three types of norms reported is the performance of the entering college freshmen on the American Council on Education Psychological Examination. (See "Introduction to the Norms," page 4.) Possibly the best single designation of Type I would be pre-professional college students; Type II may be thought of as most appropriate for students in typical liberal arts college; Type III is representative of the type of student found in many junior colleges and teachers college.

** The percentile values in the tables are those closest to the actual Scaled Scores listed. For repeated values in the percentile columns, the underlined figures are those corresponding most closely to the exact percentile point. Interpolation may be used to obtain the closest percentile for odd-numbered Scaled Scores. Accuracy of norms for new tests has been established and checked by administration of tests to 10,000 students in 100 colleges.

ENGLISH

READING COMPREHENSION

Total

These percentile norms are in terms of Scaled Scores. The Entering Freshmen were tested at the beginning of the school year, and the other groups at the end of the year.

TYPE III

Norms based on 14,000 students in 35 colleges.*

TYPE II

Norms based on 50,000 students in 90 colleges.*

TYPE I

Norms based on 10,000 students in 15 colleges.*

Scaled Score	TYPE III					Scaled Score	TYPE II					Scaled Score	TYPE I				
	Entering Freshman	Freshman	Sophomore	Junior	Senior		Entering Freshman	Freshman	Sophomore	Junior	Senior		Entering Freshman	Freshman	Sophomore	Junior	Senior
	Percentiles**						Percentiles**						Percentiles**				
92						92						92					
90						90						90			99	99	99
88						88					99	88	99	99	98	97	95
86						86			99	99	98	86	98	98	96	94	92
84					99	84		99	98	98	97	84	97	96	94	91	89
82					98	82	99	98	97	97	96	82	95	93	91	88	86
80			99	98	97	80	98	97	96	95	93	80	93	91	87	84	80
78		99	98	96	96	78	97	96	94	92	90	78	90	87	83	79	75
76	99	98	97	95	93	76	95	94	92	89	87	76	86	83	79	73	69
74	98	97	95	92	91	74	93	91	88	86	82	74	82	77	72	67	63
72	97	95	92	90	88	72	90	88	85	81	77	72	76	72	66	60	56
70	95	92	89	86	84	70	87	84	81	76	71	70	70	65	59	54	49
68	93	90	86	82	79	68	83	80	75	70	64	68	63	58	52	47	42
66	90	86	81	77	73	66	78	74	68	62	57	66	56	50	45	40	35
64	86	82	75	70	66	64	72	66	61	55	50	64	49	43	38	32	27
62	82	76	68	63	58	62	64	59	54	48	42	62	42	36	31	25	20
60	76	68	62	55	50	60	56	51	46	41	36	60	34	29	23	18	15
58	69	61	53	48	43	58	49	44	39	34	29	58	26	22	17	13	10
56	62	54	46	40	36	56	42	37	32	27	22	56	20	16	12	9	7
54	54	46	39	33	28	54	34	30	24	20	15	54	14	11	8	6	4
52	47	39	32	26	21	52	27	22	18	14	11	52	10	7	5	3	2
50	39	32	24	19	15	50	20	16	12	9	7	50	6	4	2	1	1
48	32	24	18	13	10	48	14	11	8	6	5	48	4	2	1		
46	25	18	13	9	7	46	10	8	6	4	3	46	2	1			
44	18	12	9	6	4	44	6	5	3	2	1	44	1				
42	13	8	6	4	2	42	4	3	2	1		42					
40	9	5	4	2	1	40	2	2	1			40					
38	5	3	2	1		38	1	1				38					
36	3	1				36						36					
34	1					34						34					
Mean	55.1	57.3	59.2	60.9	62.3		60.6	61.9	63.4	64.9	66.4		66.7	68.2	69.8	71.4	72.7
Standard deviation	9.7	9.6	9.9	9.8	10.0		9.8	10.0	10.1	10.0	10.1		9.9	9.8	9.9	9.9	10.0

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ENGLISH

Total of Mechanics of Expression, Effectiveness of Expression, and Reading Comprehension

These percentile norms are in terms of Scaled Scores. The Entering Freshmen were tested at the beginning of the school year, and the other groups at the end of the year.

TYPE III

TYPE II

TYPE I

Norms based on 14,000 students in 35 colleges.*

Norms based on 50,000 students in 90 colleges.*

Norms based on 10,000 students in 15 colleges.*

Scaled Score	TYPE III					Scaled Score	TYPE II					Scaled Score	TYPE I				
	Entering Freshman	Freshman	Sophomore	Junior	Senior		Entering Freshman	Freshman	Sophomore	Junior	Senior		Entering Freshman	Freshman	Sophomore	Junior	Senior
	Percentiles**						Percentiles**						Percentiles**				
88						88						88				99	99
86						86						86			99	98	97
84						84						84		99	98	97	95
82						82				99	99	82	99	98	96	95	93
80					99	80	99		99	98	97	80	97	96	94	92	90
78				99	98	78	99	99	98	96	95	78	95	93	91	88	86
76				98	97	76	98	97	96	94	92	76	92	90	87	84	81
74	99		99	97	95	74	96	95	93	90	88	74	88	85	82	78	74
72	99		98	97	92	72	94	92	89	87	83	72	84	80	76	72	68
70	98		95	92	88	70	92	88	83	82	78	70	78	74	70	65	61
68																	
66	96					68	88	84	80	76	71	68	72	68	62	57	53
64	94	94	92	88	83	66	83	78	73	69	64	66	65	60	54	50	45
62	92	92	88	84	78	64	77	72	66	61	56	64	57	52	47	42	37
60	89	88	84	78	71	62	70	64	58	53	48	62	50	44	38	34	29
58	85	84	78	71	63	60	62	56	51	45	40	60	42	36	31	26	22
56																	
54	80	72	63	55	47	58	54	48	43	37	32	58	33	28	24	20	16
52	73	64	56	48	39	56	46	40	34	29	25	56	26	22	18	14	11
50	65	57	48	39	31	54	38	32	27	22	18	54	19	16	12	9	8
48	58	49	40	31	24	52	30	25	20	17	13	52	14	11	8	6	5
46	50	41	32	24	18	50	24	19	15	12	9	50	10	8	6	4	3
44																	
42	42					48	17	14	10	8	6	48	7	5	3	2	1
40	34	26	19	13	9	46	12	10	7	5	4	46	5	3	2	1	
38	27	20	13	9	6	44	9	7	5	3	2	44	3	2	1		
36	20	14	10	6	4	42	6	4	3	2	1	42	1	1			
34	15	10	7	4	2	40	4	2	1	1		40					
32																	
30	10	7	4	2	1	38	2	1				38					
Mean	52.2	54.3	56.5	58.7	60.7		59.0	60.5	61.9	63.3	64.6		64.3	65.6	67.0	68.1	69.3
Standard Deviation	9.6	9.7	9.5	9.4	9.3		9.4	9.3	9.3	9.4	9.3		9.4	9.5	9.4	9.2	9.2

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MACQUARRIE TEST *for* MECHANICAL ABILITY

A Simple Group Performance Test for the Use
of School Counselors and Personnel Managers

by T. W. MacQuarrie, Ph. D.

FILL IN THE BLANKS BELOW, BUT DO NOT OPEN THE BOOKLET

City.....Date.....

School.....Grade.....

(Print your last name)

(Print first name and initial)

Age, last birthday.....Date of birthday.....

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RECORD

SUBTESTS	SUBTEST SCORES	%-ILE RANKS
Tracing . . .		
Tapping . .		
Dotting . . .		
Copying . .		
Location . .		
Blocks . . .		
Pursuit . . .		
SUM	3	
SCORE: . . .		

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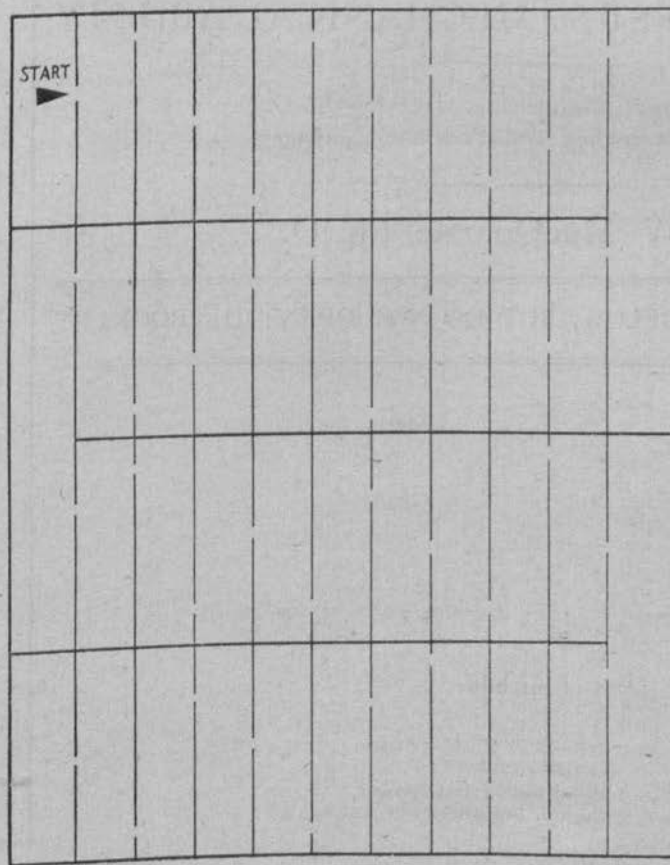
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RECORD

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Location
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Pursuit
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SCORE:



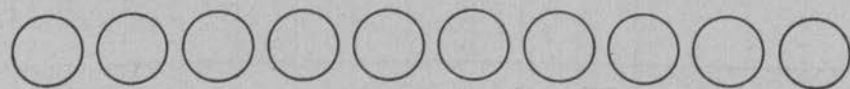
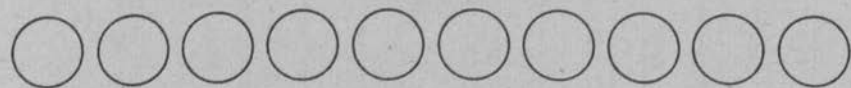
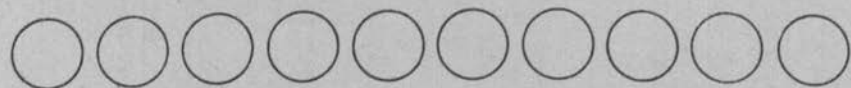
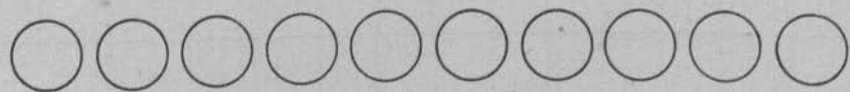
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3

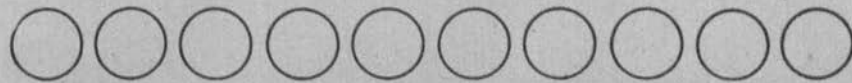
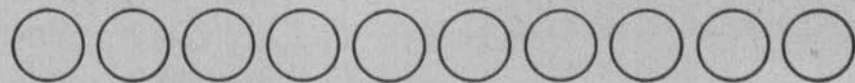
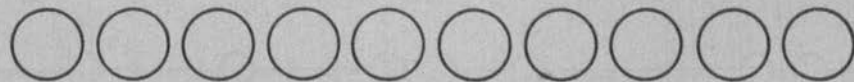
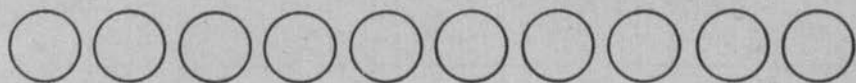


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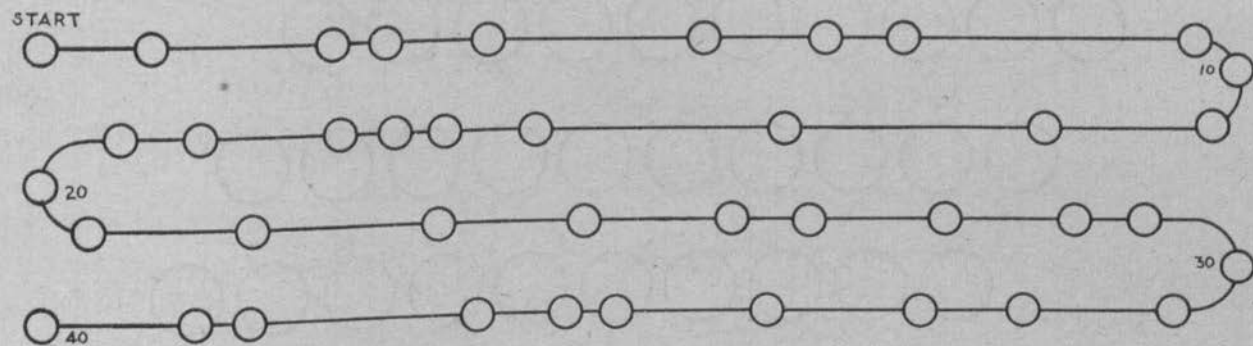


TAPPING

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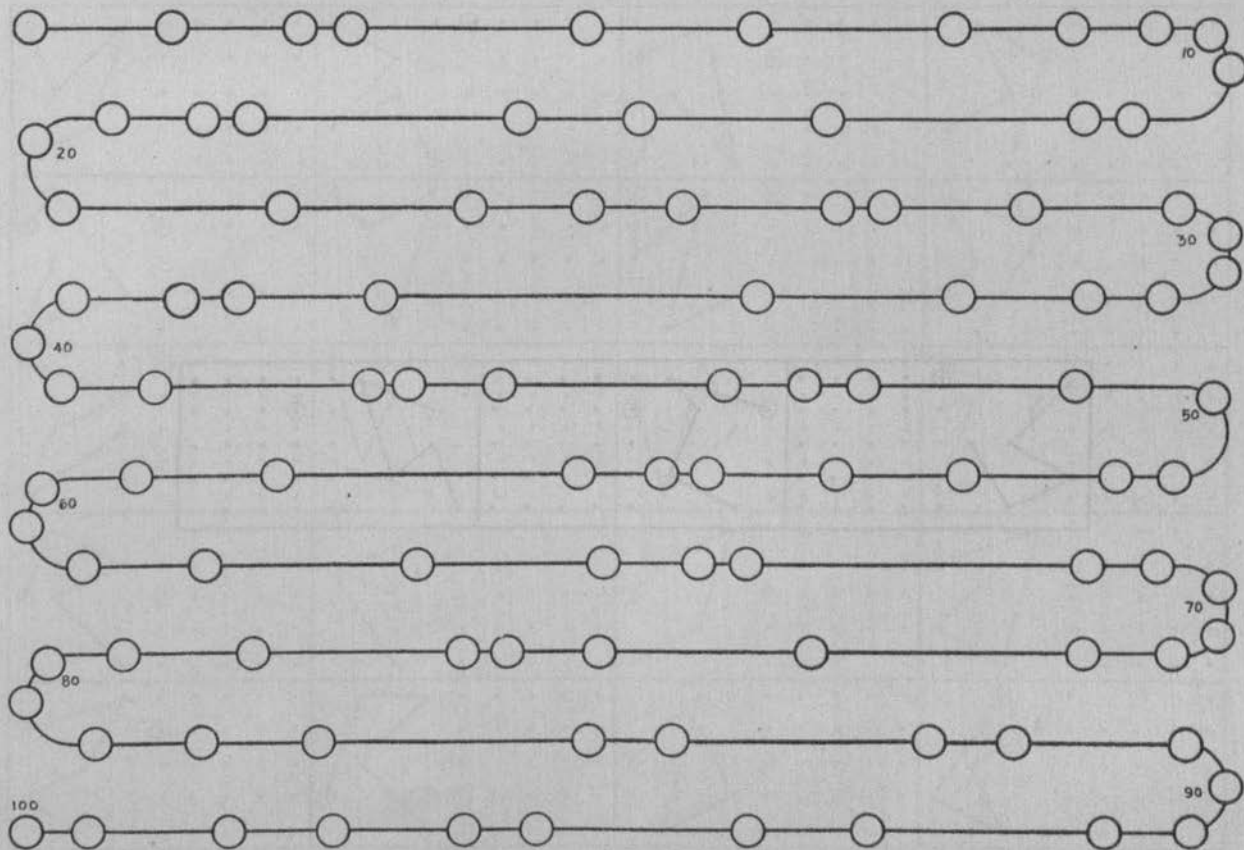
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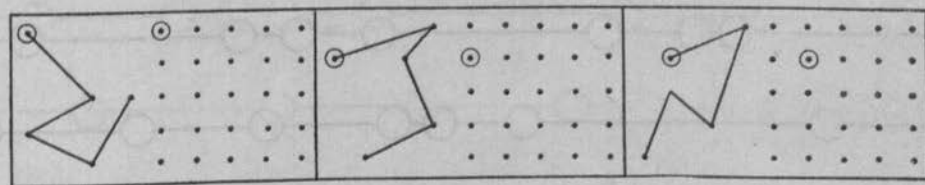
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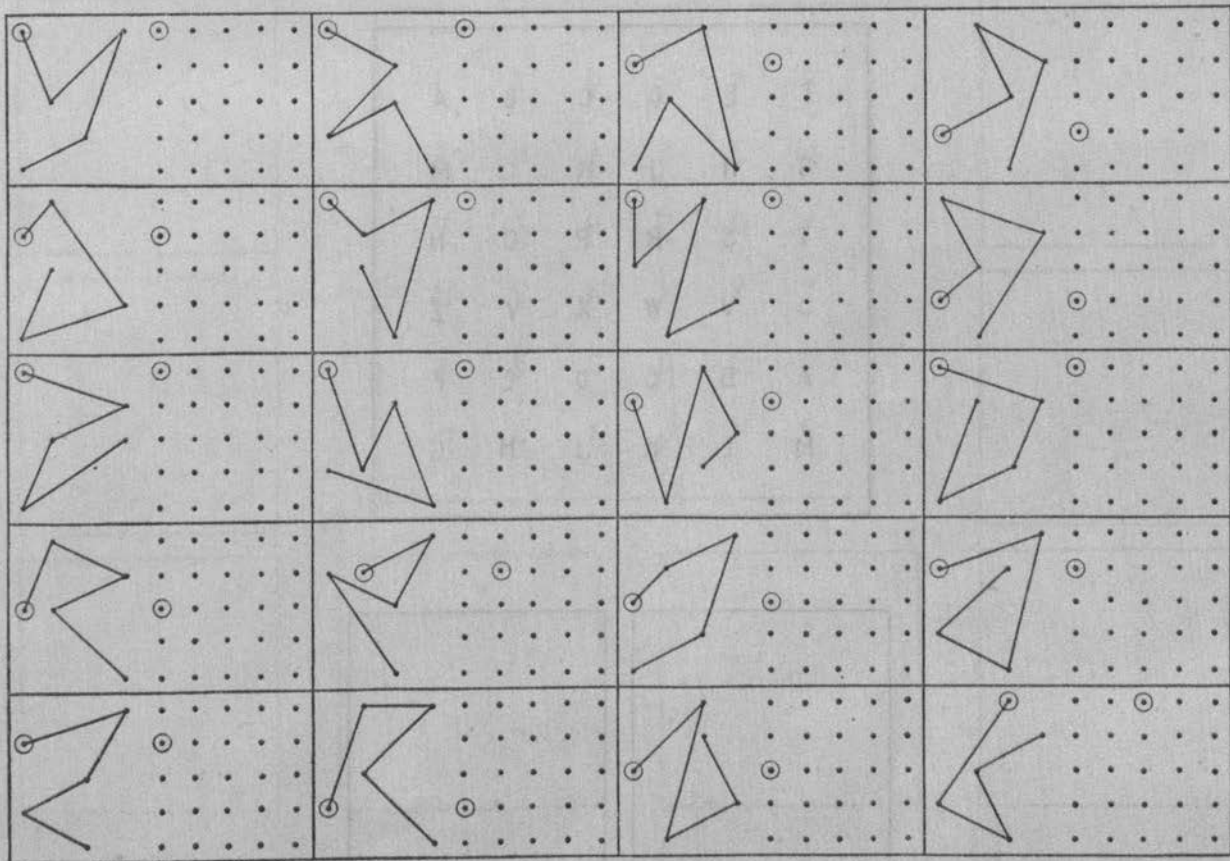
DOTTING

7



Dots..... $\div 3 =$

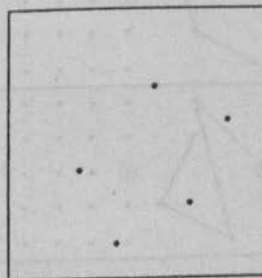


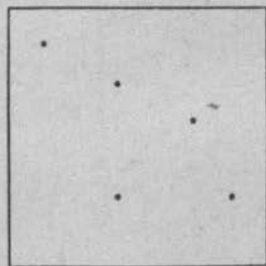


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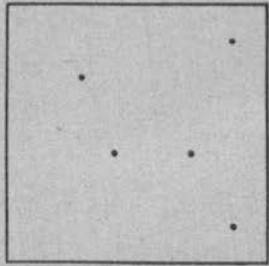
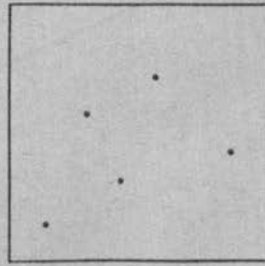
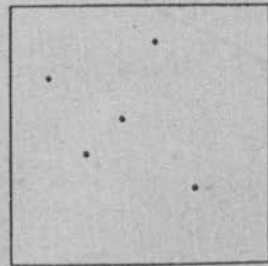
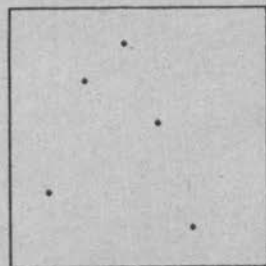
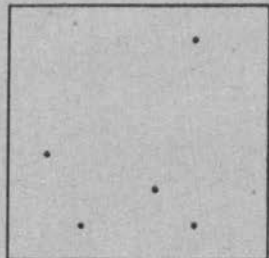
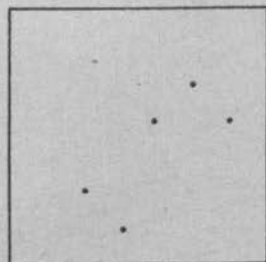
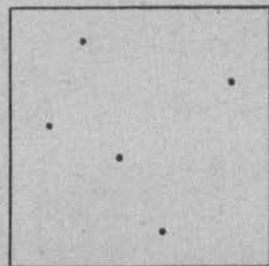
LOCATION

F	E	D	C	B	A
G	H	J	K	L	M
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U	V	W	X	Y	Z
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M	L	K	J	H	G

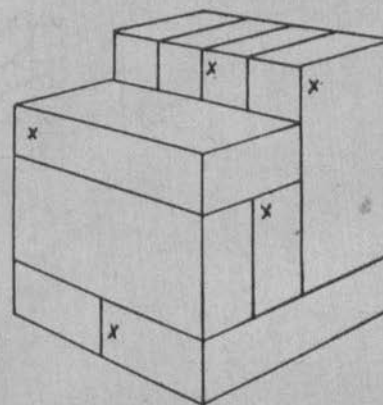
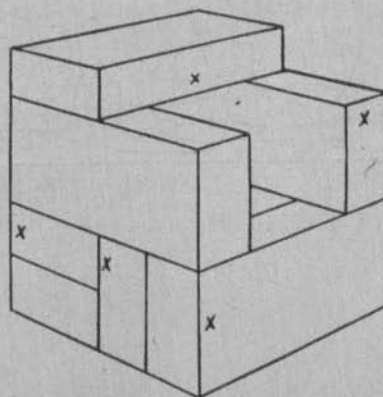
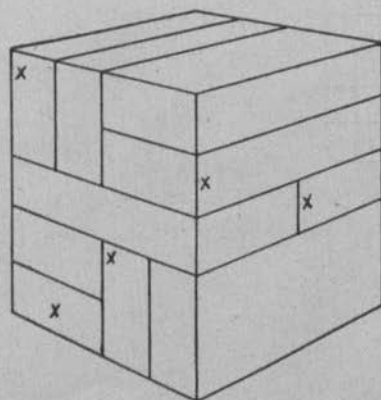
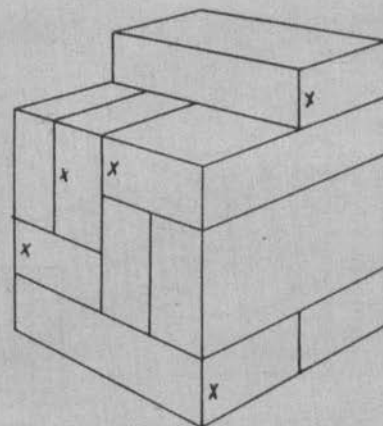
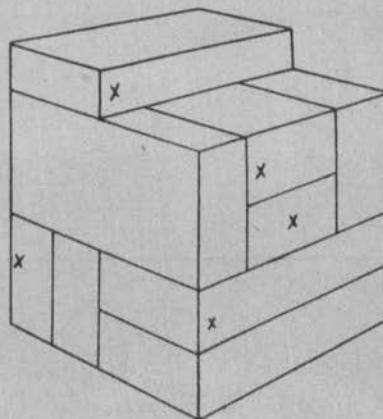
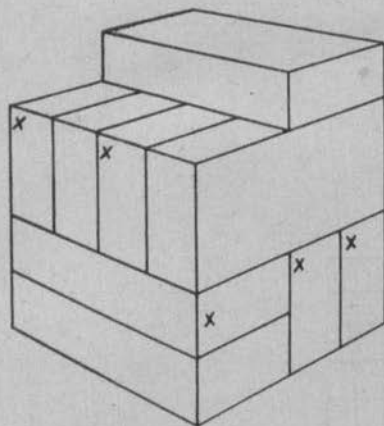




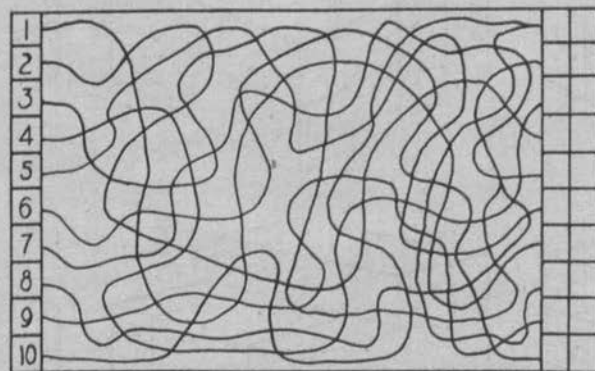
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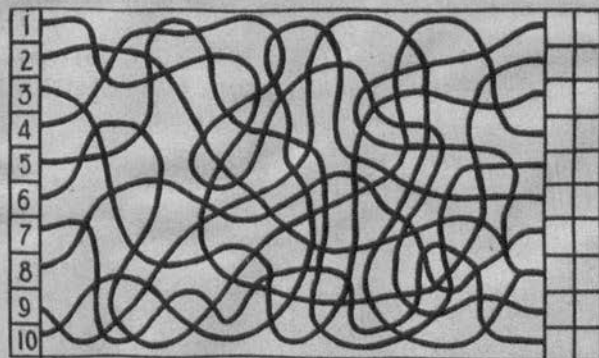
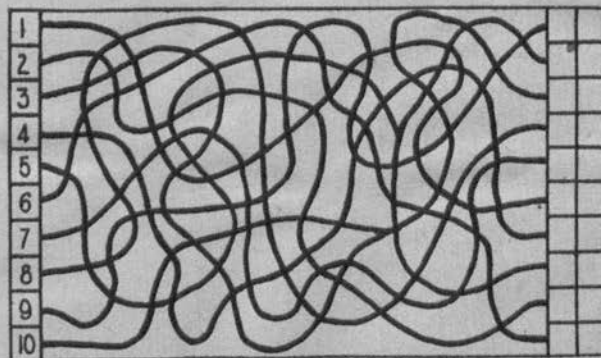
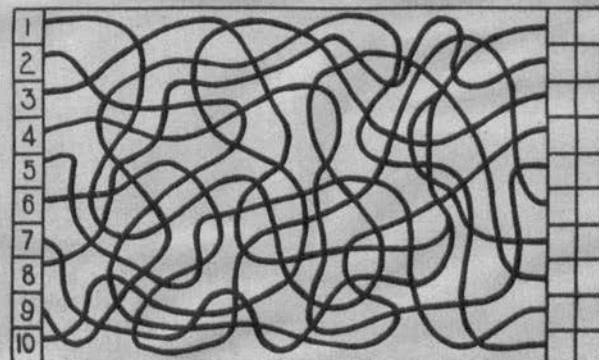
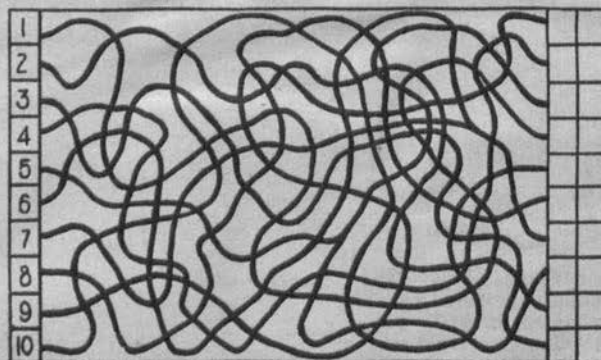


Score.....



Score.....





Score.....

MANUAL OF DIRECTIONS

MacQuarrie Tests for Mechanical Ability



This battery of seven subtests provides objective measurement of the aptitudes which underlie successful performance of a wide variety of jobs of a mechanical nature. These range from the highly skilled trade of the tool and diemaker to the relatively unskilled but highly specialized machine operator.

Mechanical ability is broadly defined as a pattern of specific aptitudes such as eye-hand coordination, speed of finger movement, and ability to visualize space. There is no such thing as general mechanical ability. Each trade and job calls for its own characteristic pattern of basic aptitudes.

Many patterns of job-aptitude have been worked out in terms of the various subtests of the MacQuarrie Tests for Mechanical Ability during the eighteen years life of the original edition. Many more remain to be charted.*

*Personnel executives are advised to obtain a copy of "How to Use Employment Tests" prepared by Dr. Floyd Ruch, Employment Testing Consultant, and published by the California Test Bureau as Bulletin No. 1 of their Employment Testing Series. (Price \$1.00 including postage.) This Bulletin contains complete directions for the establishment of job-ability standards for selection, placement, transfer, and up-grading of employees.

The original edition of the MacQuarrie Test for Mechanical Ability has been used to measure the aptitudes of more than 5,000,000 persons. From this comprehensive experience, it has been possible to make a number of improvements without sacrificing any of the desirable features of the original edition.

The *Personnel Placement Series* edition has been revised in typography and layout to make its administration simpler for the subject and for the examiner as well. Improved scoring methods greatly reduce clerical labor and improve accuracy over that possible in the original edition. The most valuable feature of the *Personnel Placement Series* edition is a table of percentile norms for male and female adults. These norms, based on 2,000 cases, make possible accurate analysis of each subtest of the battery taken in isolation from the remaining parts. Recent experience with this test has shown that the use of total scores frequently obscures the results of individual subtests.

Harrell and Faubion found, for example, that the *Tracing* subtest alone was more predictive of ability in elements of metal work than was the entire battery. (*Journal of Consulting Psychology*, May, 1940.)

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AGE NORMS FOR COMBINED SCORES

Equalled or Exceeded by:	Very Low (93%)	Low (84%)	Low Aver- age (69%)	Aver- age (50%)	High Aver- age (31%)	High (16%)	Very High (7%)
Age							
10 years.....	14	18	22	26	30	34	38
11 years.....	23	28	32	37	42	46	51
12 years.....	27	33	38	44	50	55	61
13 years.....	31	37	43	49	55	61	67
14 years.....	33	40	46	53	60	66	73
15 years.....	36	43	50	57	64	71	78
16 years.....	37	45	52	60	68	75	83
Average Adult (Inc. 17 years +)	40	48	55	62	70	78	85

In interpreting the above norms it might be said that the subject who gets a score that is *high* would be about number sixteen from the top in a hundred unselected cases of that age arranged in the order of their mechanical ability. A *low* score would indicate

that he would be about number sixteen from the bottom, and an *average* score would be in the middle.

A full description of this test will be found in the January, 1927, number of *The Journal of Personnel Research*.

Percentile Norms For 1000 Males and 1000 Females Aged Sixteen Up

Percentile Ranks	Tracing Scores			Tapping Scores			Percentile Ranks	Location Scores			Block Scores		
	Females	Males	Both	Females	Males	Both		Females	Males	Both	Females	Males	Both
99	52	53	53	59	58	59	99	40	41	41	20	26	23
95	45	47	46	51	50	50	95	38	39	38	17	23	20
90	42	44	43	48	47	48	90	36	37	36	15	22	18
80	38	40	39	45	44	44	80	32	34	33	12	19	16
70	35	36	36	43	41	42	70	29	31	30	10	17	13
60	33	33	33	41	39	40	60	26	28	27	9	15	12
50	30	31	31	39	38	38	50	23	26	25	7	13	10
40	27	29	28	38	35	37	40	21	24	22	5	11	9
30	24	26	25	36	34	35	30	18	21	20	4	9	7
20	21	24	22	34	32	33	20	15	19	17	3	6	4
10	15	20	17	31	29	30	10	11	15	13	2	3	2
5	7	17	12	29	27	28	5	7	12	10	1	1	1
1	1	3	2	22	23	23	1	1	5	3	0	0	0

Percentile Ranks	Dotting Scores			Copying Scores			Percentile Ranks	Pursuit Scores			Combined Scores		
	Females	Males	Both	Females	Males	Both		Females	Males	Both	Females	Males	Both
99	32	31	31	76	78	77	99	33	35	34	88	92	90
95	27	26	26	75	72	74	95	28	30	29	78	85	82
90	25	25	25	60	66	63	90	26	28	27	76	81	79
80	23	23	23	53	58	55	80	23	25	24	71	76	73
70	22	22	22	47	50	48	70	21	23	22	67	71	69
60	21	21	21	42	47	45	60	20	21	20	63	68	65
50	20	20	20	38	43	40	50	18	20	19	60	64	62
40	19	19	19	34	39	36	40	17	18	17	56	61	59
30	18	18	18	30	35	32	30	16	17	16	53	57	55
20	17	17	17	24	30	27	20	15	16	15	50	53	51
10	16	15	15	19	23	21	10	13	15	14	43	48	46
5	15	14	14	14	18	16	5	11	13	12	39	44	42
1	12	12	12	3	9	6	1	6	9	7	30	36	33

Some Typical Experience of Users of the MacQuarrie Tests For Mechanical Ability

1. **AIRCRAFT ENGINEERING DRAFTSMEN.** A group of 23 advanced drafting trainees and 170 beginning draftsmen who had survived the first course were given the MacQuarrie with the following percentiles:

Subtest	Beginning Groups	Advanced
	Poorest Fourth	Best Fourth
Tracing	60.1	76.9
Tapping	67.5	80.4
Dotting	69.3	71.0
Copying	51.4	61.3
Location	54.0	73.1
Blocks	70.0	90.0
Pursuit	48.6	82.0
Combined Score.....	54.3	84.3

Source: Walter C. Clayton, Engineering Education Coordinator, Lockheed Aircraft Corporation.

2. **AVIATION MAINTENANCE PERSONNEL.** Product-Moment Coefficients between basic instruction grades and subtest scores on the MacQuarrie follow:

Sustest	Drafting and	Elements of
	Blueprint Reading	Metal Work
Tracing .....	.42	.38
Tapping .....	.19	.01
Dotting .....	.25	.11
Copying .....	.30	.15
Location .....	.36	.13
Blocks .....	.39	.17
Pursuit .....	.27	.21
Combined Score .....	.47	.13

Source: Harrell, Willard and Faubion, Richard. *Journal of Consulting Psychology*, May, 1941.

3. **GUM WRAPPING MACHINE OPERATORS.** Two subtest scores combined in the ratio of 3 *dotting* to 1 *tapping* correlate .47 with production of female gum wrapping machine operators when amount of experience is held constant. Source: Wm. Wrigley Jr. Company, Everett G. Brundage.

4. **POWER SEWING MACHINE OPERATORS.** Sewing floor operators who met the following percentile-score standards produced 28.6 per cent more than average: Tracing, 84.2; Pursuit, 67.1; Dotting, 67.0; and Tapping, 60.2. Source: Ruch, Floyd. *How to Use Employment Tests*. California Test Bureau, Los Angeles, 1943.

5. **POWER SEWING MACHINE OPERATORS:** Correlation with production: Pursuit, .51; Blocks, .36; Source: Stead and Shartle, *Occupational Counseling Techniques*, 1940.

6. **CAN PACKERS:** Dotting, .33; Tapping, .25. Source: Stead and Shartle.

7. **ADDING MACHINE OPERATORS:** Tracing, .38; Tapping, .29. Source: Stead and Shartle.

8. **CALCULATING MACHINE OPERATORS:** Pursuit, .43; Tracing, .42; Copying, .38; Blocks, .37; Location, .33. Source: Stead and Shartle.

9. **PULL SOCKET ASSEMBLERS:** Tracing, .39; Copying, .30. Source: Stead and Shartle.

10. **MACHINIST AND TOOLMAKER APPRENTICES.** 80% to 90% of boys satisfactory if total score is 75 or better. Source: Moore Special Tool Company, Bridgeport, Connecticut. J. Robert Moore, Factory Manager.

DIRECTIONS FOR ADMINISTERING TESTS

The usual rules for group test procedure, standard directions and standard conditions, must be followed with special care due to shortness of time limits.

Ordinary lead pencils of medium hardness (No. 2) should be supplied. They should be sharpened on a pencil sharpener at both ends each time before using. (After the first sharpening they can be kept in proper condition very easily.) Other pencils should not be permitted.

A stop watch is desirable. The time can be taken from an ordinary watch which has a second hand, but a stop watch is easier to use and more satisfactory. If an ordinary watch is used, starting and stopping times MUST be recorded on a slip of paper to prevent error.

Commands for starting and stopping should be given sharply and so all can hear. Where necessary, comments may be made at the end of practice tests for the benefit of those who start before the signal, or who do not stop promptly.

The examiner should pass quickly from each record test to the following practice test to prevent attempts to add records after time is called. It is necessary, however, to take sufficient time on a practice test to be sure instructions are fully understood before going on to the record test.

Where large groups are being tested it is advisable to have one or more trained assistants in the room in order to assure standard procedure.

Where tests are given frequently, and to rather large groups, it is desirable for the examiner to have

copies of the practice forms made on large sheets of cardboard to be hung up before the class. The examiner can then refer to them when giving directions.

STARTING THE TEST

As soon as booklets and pencils are distributed, say:

"Fill in the blanks on the cover, but do not open the booklets."

Allow about two minutes, say:

"This is a test to see what you can do with your hands and eyes. Use the pencils provided, as they are all the same. If a lead breaks, use the other end of your pencil, and go right on. You will have opportunity for practice before each test. Do your work as well as you can and as fast as you can. The signal will be READY, GO! and READY, STOP! Be sure to start and stop instantly."

Turn to page 2. Fold your booklets back flat each time, like this." (Examiner illustrates.)

Page Two

"This is the practice test for TRACING."

Notice the little black triangle under the word START. Do not start until the examiner says GO. When the examiner says GO, but not before, you are to begin at the little triangle and draw a curved line through the small openings in the vertical lines without touching them. Draw first to the right and then back to the left in one continuous line." (Examiner should illustrate by holding up a test form, and showing how to do it.)

"READY. Put pencils on the little triangles, GO."
(THIRTY SECONDS.)

"READY, STOP." (Allow about two seconds between READY and STOP on all tests.)

"Now look at your work to see if you have made any mistakes. You should be able to see clear space at every opening between your pencil line and the printed line. Turn the booklet over to Page 3."

Page Three

"This is the record TRACING test. The instructions are the same."

READY, GO!"

(FIFTY SECONDS.)

"READY, STOP!"

Turn to Page 4"

(The examiner should see that the booklets are folded back each time a page is turned.)

Page Four

"This is the practice test for TAPPING. When the examiner says GO, but not before, you are to put three pencil dots in each circle just as fast as you can. Start at the left of each line and work to the right, as you do in writing. Count to yourself as you tap, and very fast, 1, 2, 3, — 1, 2, 3, etc. Try to make just three dots each time, but do not stop to correct. Speed is of more importance than accuracy. You do not need to strike hard nor raise your pencil high. Be sure to start and stop instantly."

READY, GO!"

(TEN SECONDS.)

"READY, STOP!"

Cross out any dots you made after the STOP signal."

(Do not permit further practice in tapping, as an

element of fatigue will enter and spoil the test. In fact it is best to allow a moment for relaxation before going on.)

"Turn to Page 5."

Page Five

"This is the record test for TAPPING. The instructions are the same."

READY, GO!"

(THIRTY SECONDS.)

"READY, STOP!"

Turn to Page 6."

Page Six

"This is the practice page for the DOTTING test. When the examiner says GO, but not before, you are to put one dot in each circle, as fast as you can. Follow the string. Dots must be clearly within the circles, and only one dot will be counted for any circle."

READY, GO!"

(FIFTEEN SECONDS.)

"READY, STOP!"

Now see if you have made any mistakes. There should be just one dot in each circle, and it should not touch the circumference." (Be somewhat deliberate here.)

"Turn to Page 7."

Page Seven

"This is the record DOTTING test. Put one dot in each circle just as fast as you can."

READY, GO!"

(THIRTY SECONDS.)

"READY, STOP!"

Turn to Page 8."

Page Eight

"This is the practice test for COPYING. When the examiner says GO, but not before, you are to copy each of the figures in the dotted space to the right of it. The little circles show you where to begin. There is a dot for every corner. Your lines do not have to be straight, but they should begin and end on dots. Correct, if you wish, but do not waste time erasing."

(The examiner should illustrate, and may have to assist individuals with further explanations.)

"READY, GO!"

(TWENTY SECONDS.)

"READY, STOP!"

Check your work to see if you have copied the figures correctly."

Some additional explanations may be necessary.

"Turn to Page 9."

Page Nine

"This is the record COPYING test. Work across the page in each row." (This is not vital, but helps somewhat in scoring.)

"READY, GO!"

(TWO AND ONE-HALF MINUTES.)

"READY, STOP!"

Turn to Page 10."

Page Ten

"This is the practice page for the LOCATION test. Notice the letters in the large square, and the five dots in each of the small squares below. For each dot in a small square, there is a letter in the same place in the large square. When the examiner says GO, but not before, put right on each dot the letter that stands in its place in the large square. For instance, the upper dot in the first small square is in the position of the letter K in the large square, so you will put a letter K on that dot.

READY, GO!"

(THIRTY SECONDS.)

"READY, STOP!"

In the small square at the left you should have V, K, N, E, K. In the one at the right you should have U, E, M, O, C."

(Take a little time here for consideration of errors.)

"Turn to Page 11."

Page Eleven

"This is the record LOCATION test.

READY, GO!"

(TWO MINUTES.)

"READY, STOP!"

Turn to Page 12."

Page Twelve

"This is the practice page for the BLOCKS test. Here is a pile of blocks, all the same size and shape. On five of the blocks, you will see X's. When the examiner says GO, but not before, you are to find out how many blocks touch each block that has an X on it, and then place that number to the right of the X. For example, the lowest block which has an X on it touches four other blocks. Please locate them now and place a 4 to the right of the X. Put it there now, and you may have twenty seconds in which to place the correct numbers to the right of the other X's."

READY, GO!"

(TWENTY SECONDS.)

"READY, STOP!"

You should have 2, 4, 4, 7, 4."

(Allow a moment for consideration.)

"Turn to Page 13."

Page Thirteen

"This is the record test for BLOCKS."

READY, GO!"

(TWO AND ONE-HALF MINUTES.)

"READY, STOP!"

Turn to Page 14."

Page Fourteen

"This is the practice page for the PURSUIT test. Notice the numbers in the little squares at the left, where the curving lines begin. When the examiner says GO, but not before, follow each line by eye from the square where it begins at the left to the square where it ends at the right."

Remember the number at the beginning of the line, and put it in one of the small squares at the end. Do not be concerned if two lines end in the same place, but just use both squares for your answers. Do not use your pencils to follow the lines if you can possibly help it. You will work much faster if you depend entirely upon your eyes."

READY, GO!"

(FIFTY SECONDS.)

"READY, STOP!"

Your answers should read from top to bottom 10, 3 and 8 together, 4, 2, 7, 5, 1, blank, 9, 6."

(Some further instructions may be necessary in individual cases.)

"Turn to Page 15."

Page Fifteen

"This is the record PURSUIT test."

Do not follow the lines with your pencil if you can help it."

READY, GO!"

(TWO AND ONE-HALF MINUTES.)

"READY, STOP!"

Close the booklets."

(Booklets and pencils should be collected promptly.)

SCORING THE TESTS

Scoring of these tests is very easy, and highly objective. It is good practice to score at one time, the same page right through all of the pamphlets. When all of the forms have been checked, the results should be recorded in the blank spaces on the cover, and the subtest and final scores percentile ranks determined and recorded.

Tracing, Page Three

This test has been placed first in the battery because the pencils are then in good condition.

SCORE is the number of openings through which the pencil line passes without touching. If to the scorer the pencil line seems to touch as it passes through an opening, the attempt is counted an error. There is a total possible score of eighty, twenty openings in each row. One good method of scoring checks all the errors first, and then subtracts from the total attempted. If more than one attempt is made at an opening, credit is given for only one correct. Touching the printed line at a point other than an opening does not count an error. Short breaks in the pencil line are not noted, but if the total response is merely a series of dashes at the openings, no credit is given. Occasionally all of the tracing is done to the right. Full credit should be given in this case for openings properly passed.

Tapping, Page Five

SCORE is one-third of the number of dots or ap-

proximately the number of circles attempted. Since this test measures motility, all dots are counted even if they are not wholly within the circles, or even if some of them are entirely without the circles. The directions are merely for the purpose of spreading the dots so they can be counted. Occasionally more or fewer than three dots will be made in a circle, but usually they will contain just three. The scorer should glance over the page to see if most of the circles have the required three dots, and if that number appears to be in the great majority, the score is simply the number of circles attempted. If there is much variation the dots may be counted and divided by three, using the nearest whole number for the score.

Dotting, Page Seven

SCORE in this test is one-third of the number of correct responses. This is not a test of motility, but rather of aiming, and no dot is counted unless it is clearly within the circle, and does not touch the circumference. If in doubt whether it touches or not, mark it wrong. It is best to check the errors first, and then subtract their number from the number attempted. Only one dot can be counted for any circle. *Divide the total by three to get the score, using the nearest whole number.*

Copying, Page Nine

SCORE is the number of correct lines on the page. To be correct a line must have proper length and direction.

It is not penalized by previous incorrect lines, however. That is, it does not have to be in correct position with reference to the starting circle, but it should have proper length and direction and be intended evidently for a certain line in the figure. Lines must begin and end on dots, but slight discrepancies in this respect should be disregarded.

Location, Page Eleven

SCORE is the number of dots correctly lettered. Beginning at the upper left, and following the string of small squares around to the upper right the answers are as follows, reading from the top down in each small square.

FJOCF, LPNBK, DHPAH, CGRVE,
KSZCM, AHWYG, BUDLH EMTWJ.

Blocks, Page Thirteen

SCORE is the number of blocks correctly marked. The correct answers, reading from left to right are: 5, 6, 6, 7, 5; 4, 3, 5, 4, 6; 5, 5, 4, 4, 3 for the top three sets. For the lower three sets the correct answers are: 3, 2, 5, 4, 7; 4, 5, 2, 3, 4; 6, 5, 5, 8, 4.

Pursuit, Page Fifteen

SCORE is number of squares correctly numbered. The answers are as follows:

Upper left: 9, 4, 5, 1, 10, 8, 6 & 7, —, 2, 3.

Lower left: 9, —, 3 & 10, 8, 7, 1, 4, 5, 2, 6.

Upper right: 3 & 7, 8, 10, 2, 4, 6, —, 1, 5, 9.

Lower right: —, 1, 3, 6, 5, 10, 8, 2 & 9, 4, 7.

Cut out a rectangle of cardboard or heavy paper three inches by four and a quarter. This card will fit in between the answer columns. Record the answers given above at the proper places, and scoring will be made easier. Answers may be recorded for each section and totaled later.

COMBINED SCORE

Record the subtest scores on the front cover of the booklet. The total score is the sum of the subtest scores divided by three, using the nearest whole number.

National Clerical Ability Test Service

A Service to
Schools, Colleges, Employers, and Others
by the
Joint Committee on Tests
of the
National Council for Business Education
and the
National Office Management Association

•
Bulletin No. 3
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Published and distributed by
Addison-Wesley Press Inc.
Kendall Square Building
Cambridge 42, Massachusetts

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Joint Committee on Tests

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General Information

The National Clerical Ability Tests were started in June, 1938, on a permanent basis after much research and experimentation. This service is one of the activities of the National Council for Business Education, which represents a large number of commercial teachers' associations. On the employer side, the National Office Management Association is a co-sponsor.

This test service is now available to any school or college whose officers desire to measure the results of teaching in terms of occupational competency in the field of clerical service.

Employers are manifesting interest in the tests for use as employment tests. Placement services are interested from the standpoint of their use as media for appraising potential workers. The practicability of using the tests as a basis for certification at graduation is being considered by some schools. Various test services are including the tests among those made available to their clients. A large number of schools are using the tests for training and testing purposes during the year as previously used forms of the tests become available for this purpose. Possibilities of this testing program, though not yet fully realized, are becoming obvious to educators, employers, and placement officers alike.

Aims

This program was undertaken in an attempt to do these things:

1. Provide an authoritative device, somewhat comparable to the College Board Examinations, for use in measuring the qualifications of public and private business school graduates for some of the more common office occupations for which vocational training is given.

2. Assist business teachers and others who are responsible for vocational business training programs in attempts to bring their courses and testing procedures more into line with sound principles and practices in the field of vocational education.
3. Assist educators in their attempts to insure for vocational business courses students who possess the aptitudes, interests, and abilities required for the kinds of work for which they seek pre-employment training.
4. Provide employers of office help with a better means of appraising the qualifications of applicants for clerical positions, and to provide a certification plan which will obviate the necessity of giving employment tests to applicants who have graduated from public and private business schools and colleges.
5. Focus attention of employers of office help on the need for definite standards of competency for beginners in certain office occupations, and to emphasize the fact that job analyses should be made to determine just what is required of beginners.
6. Encourage employers — especially office managers — to come to some agreement as to payroll names for common types of office work, so that a common language may be spoken when clerical jobs and training for them are discussed.
7. Set up definite standards of achievement at which trainers of office workers may aim in setting up programs of training.
8. Bring office managers and other employers of clerical help into a closer working relationship with business educators in public and private schools.

Improvement of Vocational Business Training

It is a well-known fact that courses intended to prepare for clerical occupations have become more or less academic; that they fall short of adequate vocational training when sound principles of measurement are applied to them; and that placement and success on the job too rarely follow their completion.

For many years employers have tried to tell educators why their graduates fail to make good in the office without a long breaking-in period. Educators have made no end of occupational surveys in an effort to get some light on this problem. But it must be admitted that no great reforms have resulted from either of these attempts to improve training for office jobs. Hence, the National Clerical Ability Tests are being offered in the hope that they will reveal shortcomings in training programs and point the way for their improvement.

Improvement of Employment Testing

At present most employment tests are designed to select applicants who are potentially trainable, rather than those who are already trained to a point where they can produce on the job up to a point consistent with the minimal wage paid for the work they do. Employers tend to prefer beginners who can produce satisfactorily at once rather than those who must pass through a long period of training before reasonable productivity can be expected. But the expense of testing for all-around ability in connection with a given clerical job is offered as the reason for neglecting to do so. One page of type-writing may show which applicant is most nearly at the point where real vocational training for typing work can begin, but

it does not show which of several applicants has already mastered vocational typewriting up to the minimal standard for this particular field. Ability to take a short letter and transcribe it is no true measure of one's ability to function in a stenographic job satisfactorily from the standpoint of the wages paid. A short objective bookkeeping test is no measure of all-around bookkeeping ability. An objective test in filing is a poor measure of filing ability. A few minutes on the calculating machine gives little evidence of productive power in that work. Transcribing part of a record from the transcribing machine may come closer to giving evidence of employability, but it, too, falls short of a true measure of all-around ability on the job.

It is too much to hope that employers in general will use more comprehensive occupational tests based on samplings of work to be done. It is not too much to expect that employers will give preference to those who hold certificates based on adequate examinations when the availability of such candidates for a job becomes known in a given community. Furthermore, some employers undoubtedly will undertake a more elaborate testing program, while others will become clients of test services where such a program is in operation.

There is little doubt that substantial savings can be made by any employer of office help through a more accurate measuring of productive ability at the point of employment.

Basis and Nature of the Tests

These tests are sampling tests. Each is made up of samples of the major kinds of work which the occupation it represents seems to require. A test of this kind is harder to administer than are short "speed" tests; it takes more time and materials. But it may be shown to be more

effective as a means of stimulating greater attention to sound vocational training and as a means of measuring clerical ability at the time of initial employment.

The *bookkeeper* test, for example, is built on the assumption that a bookkeeper must be able to *keep books*—not merely to post, or record sales, or enter cash items, or do other routine clerical work. Hence, a comprehensive problem which runs through the bookkeeping cycle is used for this test. Three hours are allowed for it, with credit for doing the job in a shorter time.

The *stenographer* test is built on the assumption that a stenographer must be able to take ordinary dictation for reasonably long stretches at a time and get out her notes promptly and acceptably. Hence the candidate is subjected to a forty-minute dictation test and a two-hour transcription test. Credit for completing the job in less time is allowed. Only usable transcripts are accepted. Real dictation, not reading, is the basis of the test.

The *typist* test is built on the assumption that an all-around typist, as distinguished from the mere copyist, must be able to turn out all kinds of typing rapidly and accurately and in good form. Hence a two-hour production test is made up of samplings of eight or ten typing jobs common to all offices. Credit for doing the job in a shorter time is allowed. Only usable work is accepted.

The *machine transcriber* (or machine stenographer) must be able to turn out a good volume of acceptable work throughout a substantial period of time every day. Hence this test requires the testee to transcribe a soft record acceptably as to quality of work done and time consumed, with a premium for doing the job in less time than is allowed. Only usable transcripts are accepted.

The *calculating machine operator* must be able to handle a variety of computa-

tions rapidly and accurately, and maintain a satisfactory pace by the hour. Hence, a two-hour production test, made up of samplings of computational work common to many offices, is used. Only correct computations are accepted.

The *file clerk* must know the commonly used principles of filing, be familiar with commonly used filing equipment, and be able to handle a reasonable volume of filing material over a substantial period of working time. A test of principles is used; also an actual filing test in which each testee files carefully selected material. A two-hour time limit is set for the test, with credit for doing the job in less time.

Thus it is seen that these six tests are intensely practical, that training for them should be equally practical, and that one who succeeds in one of them will be likely to succeed in a position from which its materials are drawn. They are production-speed tests, not simply spurt-speed tests. In all cases an attempt is made to simulate actual working conditions.

In addition to the six occupational tests there are two other tests. Research which preceded the development of these vocational ability tests convinced those engaged in the project that something more than technical skill is essential for success in any one of these office callings. Good personal traits, a retentive memory, powers of observation, and a mastery of certain fundamentals also are important. Two additional tests and a personality rating schedule are required in addition to the vocational test chosen by each testee.

The *general information* test samples things that may have been acquired through school courses, or observation, or both, and is taken by each testee.

The *fundamentals* test covers spelling and English usage, business arithmetic, and business information, and is taken by each testee.

A *personality rating schedule* has been devised for the committee and one must be filled out by the testee's teacher and filed with his test papers. This schedule is so constructed that it is useful in developing good traits as well as in measuring them.

The testee's standing on the tests is expressed in a *composite* score in which his scores on the vocational test, general information test, and fundamentals test are combined. On the basis of this composite score a Certificate of Proficiency is issued. From the personality rating schedule a profile of the student's personality traits is drawn for publication on the back of each certificate issued. Thus an employer to whom a candidate presents one of these certificates may learn from the personality profile of its holder just what his teachers think of his personal qualifications.

It should be noted that these tests are not *prognostic* tests, although it is believed that the Fundamentals Test may have some predictive value since it tends to show retentive memory of things learned and includes samplings of things deemed essential to success in clerical work. Previously used forms are available at low cost for use as prognostic tests on an experimental basis. When so used the management will be glad to have reports of results.

It also is noteworthy that these tests are not intended for use in measuring those *elemental skills* upon which *vocational skill* training is based. The typing results in a score that gives an index of ability to handle the more complex typing jobs—not merely a score in terms of copying speed at so many net-words-a-minute for a few minutes. The stenographic test results in an index of ability to take sustained dictation and get out usable transcripts up to a reasonable standard for a day's work—not merely a score in terms of so many words-a-minute *taken* in a

few minutes. The bookkeeper test results in an index of ability to complete the bookkeeping cycle based on a series of transactions to be entered in a going set of books—not merely a score on an objective test of principles. And so with the others—machine transcription, machine calculating, and filing.

It should be emphasized that this testing program is not conducted as a *contest*. No prizes are offered except the Certificate of Proficiency for each successful testee. There is no publicity on the basis of individual or school results by names. Wholly impersonal tables of results are published so that each testee may compare his score with that of others, so that each school may check its results against those of other schools, and so that a prospective employer may check the scores of an applicant against norms for the entire group of testees.

How Tests Are Made

While perfection has not yet been achieved, and probably cannot be, every effort is made to see that these tests are reasonably valid and reliable. The exact steps taken in the construction of the tests vary somewhat from year to year, but at all times care is taken to see that they conform to sound test-making procedures. Under the direction of a nationally known specialist in the field of measurement, a man trained in testing work is employed to handle this activity.

The following steps are taken:

1. Copy is prepared by an outstanding worker in the field.
2. The copy is edited by the technical adviser.
3. The revised copy is submitted to representatives of the National Council for Business Education and of the National Office Management Association for further suggestions and criticism.

4. A preliminary form of the test is printed and tried out on a representative sample of secondary school students, workers, and others.
5. The try-out results are analyzed. For each skills test this analysis includes a study of the reliability of the scoring procedure. For the true-false and multiple choice tests this includes an item analysis with a consequent discard of all items lacking a satisfactory discriminating ability.

Validity of the Tests

The sponsors are fully aware of the fact that much additional work must be done before the full validity of these tests is established. They hope that greater financial support in the future will make it possible to continue a follow-up study which is under way. In this follow-up study an attempt is being made to ascertain the business success of those who took the tests in 1937 and 1938, to determine whether or not the certificate holders are making good, whether or not those who failed to win a certificate had any great difficulty in making good in jobs for which the tests said they were not qualified and whether or not the certificate was helpful in securing employment.

At the present time, it is not possible to state that one who achieves a certain composite score will succeed in the position for which he has been tested or that one whose score is below a given point will fail. There are many unknown factors which contribute to one's success or failure, and there is no way to measure and weigh some of these factors to insure their proper effect in securing a predictive score of occupational success. All that is claimed for the tests is that they are true samples of office work and that

anyone who handles them well should, other things being equal, have little difficulty with actual office work of similar nature.

Reliability of the Tests

On the Series A edition the reliabilities of five of the skill tests were estimated through a statistical study of the tests by experienced workers in test construction. The estimated coefficients of reliability for these five tests are as follows:

Stenography	.90
Typing	.90
Bookkeeping	.90
Filing	.90
Machine Transcription	.85

The reliabilities of the Machine Calculation Test, the General Information Test, and the three parts of the Fundamentals Test were computed by the split-halves technique from a sample of the actual test papers. The computed coefficients of reliability for these five tests are as follows:

Machine Calculation	.96
General Information	.84
English	.84
Business Information	.66
Business Arithmetic	.75

Composite Scores

For each of the six separate skills a composite score is secured through a combination of the scores on the skill test, the General Information Test and the three parts of the Fundamentals Test. Pooled subjective judgments of experienced business teachers and office managers are used in determining the importance of each of these parts. An attempt is made to give each supplementary test the importance it deserves in consideration of the actual job requirements. For example,

the arithmetic section of the Fundamentals Test is considered to be more important with respect to the qualifications of a bookkeeper than of a machine transcriber.

In securing the actual numerical values to be used as weights, three other factors must be considered: (a) the scatter of the scores on each of the tests, (b) the reliability of each of the tests, and (c) the independence of each test from the others with which it is being combined. These three factors are taken into account by means of (a) the standard deviation of the scores, (b) the reliability coefficient of the tests, and (c) the coefficient of alienation between the separate parts.

When these four factors (importance, scatter, reliability and independence) have been taken into account, the final weights are secured. The composite score is obtained by multiplying each of the five parts—the skill score, the general information score, the English score, the business information score, and the arithmetic score, by its weight and adding.

Suggestions are frequently made that this cumbersome procedure be eliminated and that certificates be awarded on the basis of a skill score alone. This does not seem advisable at the present time since employers feel that our Fundamentals and General Information Tests represent things which should be taken into account in hiring a person for any one of these six occupational fields. Furthermore, since it is not possible to integrate English, Arithmetic, Business Information and General Information with equal facility in all six of the occupational tests, it seems necessary to offer two collateral tests and use them, properly weighted, to secure a composite score.

After composite scores are available for each testee, the correlation is computed between the skill score distribution and its corresponding composite score distribu-

tion. Then the composite score equivalent to the minimum acceptable skill score is determined.

Scoring Test Papers

A scoring service is available. Those interested should write direct to Mr. H. E. Cowan, Secy.-Treas., Joint Committee on Tests, Dedham High School, Dedham, Massachusetts.

Papers are rated with two things in mind—accuracy in accordance with prescribed standards, and uniformity. Every effort is made to insure these two things by carefully training those who do the work, supervising their work, and reviewing marginal cases. As far as is practicable the same trained assistants are used from year to year. Money-saving devices are used to keep costs down.

Award of Certificates

To secure a certificate, a testee must satisfy two conditions:

1. His score on the skill test must be as high as, or higher than the score representing the minimum of office acceptability.
2. His composite score must be as high as, or higher than the composite score equivalent to the minimum acceptable skill score.

NATIONAL CLERICAL ABILITY TESTS		
Sponsored by Joint Committee on Testing		
REPRESENTING		
NATIONAL OFFICE MANAGEMENT ASSOCIATION	AND	NATIONAL COUNCIL OF BUSINESS EDUCATION
Certificate of Proficiency		
This Certifies that _____		
of _____, having done		
acceptable work in a _____ vocational		
ability test given in May, 1939, under the auspices of the above Joint Committee is		
worthy of consideration for office work of the kind indicated.		
<i>J. G. Nichols</i> General Adviser	<i>J. J. Jackson</i> Chairman	
<i>P. J. Carlson</i> Technical Adviser	<i>Harold E. Cowan</i> Secretary	
FOR THE N. C. B. E.		

For Whom Intended

Since these tests are measures of relative occupational competence, anyone who believes himself to be competent to perform the duties of one of the jobs covered, and who would like tangible evidence of his competence, may take the test desired. Unemployed may find the tests useful. A worker who wishes to change jobs and has prepared for the change, should find these tests helpful in appraising his readiness for the change. Employers who wish to measure the relative productiveness of present or prospective employees for salary adjustment or other reasons should find these tests most valuable. In short, anyone who has good reason to want to know how well prepared he is for one of the jobs covered may enroll for the test for that job.

This test program originally was set up, however, to afford trainers of clerical workers a means of measuring the results of teaching in terms of occupational competency. Hence teachers of vocational clerical courses should find these tests of inestimable value for their successful students. Theoretically every student who has pursued a program of vocational clerical training should be qualified to take one of these tests. But practically, since no effective guidance program assures proper selectivity for these vocational courses, only those whose work ranks above the median point for the entire group in most schools should be encouraged to enroll—except, of course, where there is high selectivity or ability grouping.

The experience of taking such a test is in itself valuable. Even unsuccessful testees have said that taking the test has helped them handle an employment test with greater confidence and less nervousness.

Each successful candidate obtains a certificate of proficiency which, though not always a guarantee of immediate employ-

ment, should be most useful in making an application for a position. And as this program becomes better known to local employers the value of a National Certificate of Proficiency will be greatly enhanced. Efforts are being made nationally, and locally where test centers have been organized, to publicize the program in the interest of those who take its tests.

The possibility of enrolling for a test can be made a strong motivating force if the program is explained early in the year and necessary steps taken to make it available locally. In time, school administrators can be brought to a realization of the fact that certain aptitudes and ability are required for success in these vocational courses and that these tests will serve somewhat the same purpose in the business training field as the college board and scholarship examinations do in the college preparatory field.

Who Should Be Interested?

School administrator, because these tests afford a means of comparing the work of his business department with that of others, because they will tend to afford a basis for guidance in this most important department, and because they will justify his attempts to exclude the unfit from taking certain vocational clerical courses and to encourage the choice of them by others.

Commercial teachers, because a carefully constructed test, used nationally, is a better medium for appraising the results of his teaching than is a test of his own construction, however good, if used only for his own classes; because his time is conserved for other essential work in connection with his courses; because a standard of work based upon office requirements is made available to him; and because this standard will help him to avoid the acceptance of standards of work imposed by local school conditions.

Employers, because their employment tests of *basic skills* are inadequate from

the standpoint of getting *productive* ability instead of *trainability*; because there is no good reason why schools cannot turn out graduates who are able to meet reasonable initial employment standards without a prolonged period of training on the job; because such initially competent workers will become available only when employers desire them and communicate that desire to the schools that train office workers; and because this pre-employment testing program can be made to save him expense in connection with the employment of clerical workers.

Employer Recognition of Certificate

Of course it will take time for the importance of the Certificate of Proficiency to become known to employers of office help.

As yet certificate holders have had little time in which to prove the significance of the certificate. As the number of certificates increases and as more employers become familiar with this credential it is assumed that it will give its holder some advantage in competition for desirable employment. However, it must be remembered that many things are considered when employing a worker—personality, sex, general education, family connections, etc. While occupational competency is essential to success in an office position, the relative degree of it is not always the deciding factor in the selection of a new employee.

Through general publicity, local contacts, and in every other possible way the Joint Committee, the National Council, and the National Office Management Association will do all they can to insure widespread recognition of its certificate, but local educators and office managers can do even more to bring the certificate to the attention of local employers who should know about it.

NATIONAL CLERICAL ABILITY TESTS

Series A

Tables of Centiles

CENTILE	ENGLISH	ARITHMETIC	BUS. INF.
99	78	20	45
90	73	17	35
80	70	16	30
70	68	15	27
Minimum passing grades			
60	66	14	23
99	86	20	49
90	70	19	40
80	66	17	34
70	64	16	31
60	61	15	28
40	55	14	21
Minimum passing grades			
30	52	13	17
99	77	20	44
90	71	17	33
80	67	16	27
70	65	15	23
60	63	14	19
40	58	11	13
Minimum passing grades			
35	56	10	11
99	74	20	45
90	68	17	35
80	65	16	28
70	62	15	23
60	58	14	19
40	54	11	13
Minimum passing grades			
35	52	11	12
99	76	19	46
90	71	16	33
80	67	15	27
70	64	14	24
60	63	12	21
50	62	11	17
Minimum passing grades			
45	60	11	15
99	77	20	40
90	72	18	34
80	70	16	31
70	68	15	28
60	65	15	24
40	60	13	16
Minimum passing grades			
35	58	12	14

NATIONAL CLERICAL ABILITY TESTS

Series A

Tables of Centiles

CENTILE	GEN. INF.	STENOGRAPHY	COMPOSITE
99	113	277	1242
90	85	221	1051
80	74	196	944
70	67	176	881
Minimum passing grades		159	825
60	61	159	817.5
BOOKKEEPING			
99	118	200	1302
90	93	199	1225
80	82	195	1191
70	74	190	1153
60	68	184	1111
40	55	152	979
Minimum passing grades		137	918.6
30	48	137	909
TYPEWRITING			
99	101	144	1241
90	79	122	1061
80	69	112	995
70	60	106	932
60	54	97	897
40	44	84	788
Minimum passing grades		81.5	769.5
35	41	81	764
MACHINE CALCULATION			
99	116	125	3244
90	74	115	2945
80	63	107	2740
70	57	98	2530
60	52	90	2380
40	42	79	2093
Minimum passing grades		76.5	2048.5
35	39	76	2020
MACHINE TRANSCRIPTION			
99	107	125	815
90	78	102	696
80	69	92	648
70	63	82	607
60	55	72	574
50	51	63	556
Minimum passing grades		60	523.5
45	49	59	535
FILING			
99	116	167	1561
90	78	156	1467
80	73	152	1406
70	66	148	1369
60	58	142	3121
40	19	133	1312
Minimum passing grades		128.5	1208.4
35	46	130	1185

NATIONAL CLERICAL ABILITY TESTS

Series B

Tables of Centiles

CENTILE	ENGLISH	ARITHMETIC	BUS. INF.
99	81	16	46
80	62	10	33
60	53	7	27
50	49	6	24
	Minimum passing grades		
40	44	5	22
99	80	16	45
80	59	10	32
60	48	7	25
50	43	6	22
40	38	5	19
	Minimum passing grades		
20	26	2	13
99	77	16	49
80	51	12	37
60	41	9	31
50	36	8	28
40	31	7	25
	Minimum passing grades		
20	21	4	19
99	76	15	41
80	55	10	31
60	42	7	24
50	37	6	22
40	31	5	19
20	19	2	13
	Minimum passing grades		
99	83	14	48
80	62	10	31
60	53	8	28
50	48	6	27
40	43	5	22
20	29	3	16
	Minimum passing grades		
99	77	14	46
80	57	10	33
60	48	8	27
50	43	6	24
40	38	4	22
	Minimum passing grades		
20	24	2	12

NATIONAL CLERICAL ABILITY TESTS

Series B

Tables of Centiles

CENTILE	GEN. INF.	STENOGRAPHY	COMPOSITE
99	88	227	878
80	50	153	600
60	35	125	500
50	28	113	452
Minimum passing grades		111	450
40	23	100	368
TYPEWRITING			
99	104	131	1050
80	48	98	801
60	33	86	693
50	26	79	650
40	21	73	614
Minimum passing grades		71	588
20	8	58	504
BOOKKEEPING			
99	88	199	1176
80	57	188	1024
60	40	172	918
50	33	155	856
40	28	137	785
Minimum passing grades		130	729
20	14	110	628
MACHINE CALCULATION			
99	79	99	3711
80	45	85	3259
60	28	79	3040
50	22	75	2900
40	17	71	2747
20	6	61	2323
Minimum passing grades		60	2212
MACHINE TRANSCRIPTION			
99	81	110	1013
80	42	100	894
60	30	98	825
50	26	95	789
40	22	94	766
20	12	89	694
Minimum passing grades			653
FILING			
99	83	181	1168
80	51	166	1069
60	34	149	980
50	25	144	890
40	19	140	844
Minimum passing grades		128	784
20	7	118	741

National Office Management Association

William H. Evans, Secretary, Pierce School, Philadelphia, Pennsylvania

William H. Hansen, Chairman, Education Committee, Landers, Frary, and Clark, New Britain, Connecticut

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NATIONAL CLERICAL ABILITY TESTS

Prepared and Administered by

Joint Committee on Tests

of the

National Office Management Association and the National Council of Business Education

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Stenographic Ability Test Manual - - Series 1941

Introduction

This test is intended to measure the ability of the testee to take dictation and transcribe it under office conditions as far as those conditions can be reproduced for testing purposes.

Forty-eight minutes are allowed for the dictation of the test material. The material is to be dictated with frequent pauses. It has been marked (/) to simulate natural original dictation, as distinguished from stenographically-phrased, quarter-minute-marked school "dictation."

At the end of each ten minutes of dictation two minutes, if needed, are allowed for redictation as requested.

The supplies needed for the test are:

For giving the dictation, 1 test booklet.

For taking the test:

Notebook (Testee or Sponsor to furnish)

Letterhead paper (20 sheets)

Yellow copy paper (3 sheets)

Carbon paper (1 sheet)

Pen or pencils (Testee or Sponsor to furnish)

Blotter (Testee or Sponsor to furnish)

Rating Sheet on the back of which will be found introductory addresses of all letters dictated.

In giving the test, dictate naturally, observing the marks which indicate natural or probable pauses. Be more concerned about making the meaning of dictated material clear than you are about the actual rate of dictation; but do not dictate at excessive speed at any point in the test.

The material to be dictated is marked off in such a way as to indicate approximately where the

dictator should be at the end of each ten minutes of actual dictation. The dictator should have a watch in his hand. By noting the exact hour when beginning the dictation and checking the time against the time schedule given below, the dictator should be able to maintain an even rate of speed and avoid spurts of speed, especially near the end of the test.

48 minutes for dictation (including redictation)

5 minutes for rest before beginning transcription

7 minutes for giving instructions regarding transcription and distributing supplies

120 minutes for transcription

Follow this schedule exactly, except that some slight deviation in the time for giving instructions or distributing supplies may be necessary.

Each dictator should practice dictating the test until he can give it within the required time, and without hurry at any point.

It is recognized that ordinary dictation is given at irregular speeds, but it also is recognized that no two people dictate exactly alike. Therefore, a fairly even rate of speed seems fairer than would be uneven rates which surely would not be exactly like any that would be encountered in an office. It is assumed that in dictating to a new stenographer the dictator will make allowances for the newness of the situation. By dictating the test at an even rate some allowance is being made for the newness of the test situation.

Introductory addresses, numbered to match the numbers of the dictated letters, are given on the back of the Rating Sheet which will be given the

testee. Testee will select the proper address for each letter.

Dictate punctuation which is underscored; also underscores for words to be underscored.

Dictate paragraphs.

At the end of certain items, as is noted on the test paper, redictate upon request when the request seems reasonable. Two minutes are allowed for this purpose if needed. If there are more than twenty-five testees, one additional minute may be used for this purpose if necessary to answer all proper requests.

The Dictation

See that every testee has a notebook and a pencil or pen, and if the latter, a blotter. Extra pencils should be available if a pencil is used.

Announce:

As the representative of James B. Grant Company, I am going to dictate several letters and two pieces of straight matter. At the end of the dictation you are to transcribe your notes on the typewriter. Do your very best on every separate piece of dictation. *Number the items in the order dictated.*

At four points during the dictation you will have an opportunity to ask for redictation of any word or group of words, or indicated punctuation or underscoring. Two minutes will be allowed for this redictation at each pause. Place a check mark in the margin of your notes at any point where you will want to ask for redictation so as to save time when asking for it.

Ask:

Are there any questions?

Answer any questions.

Continue:

All right, here is the first item.

Note the time at this point and follow the time schedule.

At the end of the fourth item ask:

Are there any questions?

Answer any questions.

Remember *not* to allow a student to take unfair advantage of this question privilege. At the end of the redictation period continue dictation of the test.

At the end of the seventh item ask:

Are there any questions?

Answer any questions.

At the end of the redictation period continue dictation of the test.

At the end of the eleventh item ask:

Are there any questions?

Answer any questions.

At the end of the redictation period continue the dictation.

At the end of the fifteenth item ask:

Are there any questions?

Answer any questions.

At the end of the redictation period announce: We shall now have a five-minute rest period (during which we shall move to the transcription room if a different room is to be used) before beginning the transcription.

The Transcription

At the end of 5 minutes say:

We shall now proceed to the transcription. I am going to give each of you an envelope containing 20 sheets of letterhead paper, 3 sheets of yellow copy paper, 1 sheet of carbon paper, and a Rating Sheet on the back of which will be found the names and addresses of people to whom letters have been dictated. Consult this list for the addresses.

Pass out envelopes containing supplies.

Be sure that each student gets a complete set of materials. If the group is large, there should be one or more assistant examiners to help.

Say:

Take the material from your envelope.

Write your name, the name of your own school or employer, your city or town, and your registration number in both spaces provided for them on the rating sheet. Write your name, the name of your own school, and your city or town along the extreme top edge of each sheet to be used for transcription, and on your test envelope. Be sure to enter your registration number (from your card stub) in the spaces provided for it on the rating sheet. If you need more supplies during the test, ask the examiner for them.

Allow time for writing names on all sheets.

Announce:

Here are the rules for transcribing your notes. Each item is to be begun on a new sheet.

Judge from your notes the length of the item dictated, and set up your transcript on the page accordingly. You are to decide whether to use double space or single space. Any acceptable form of letter may be used.

Use today's date.

Make carbon copy only as requested by the dictator.

The name of the firm for which this dictation was given (James B. Grant Company) is to be typed after the complimentary close of each letter with By underneath it in proper place for the signature of the dictator.

Continue:

In transcribing your notes you must watch the meaning of what you write. If you substitute a word for one dictated but do not change the sense of the statement, it will not be counted against you. Transcripts must make the sense intended by the dictator, but the words dictated and those transcribed need not be exactly identical in all cases.

You may use the dictionary and an eraser. Loss of time will be the only penalty if correcting is neatly done. Only usable transcripts will be accepted. Correctible, but uncorrected errors will be penalized, but an uncorrectible error will cause a letter to be rejected completely. For example, if a line, or a clause, or a phrase is omitted, it cannot be inserted without interlineation; hence it is an "uncorrectible" error. A short letter badly placed on the page—in the top quarter of the page, for example—is another illustration of an uncorrectible error. Good form, but not perfection, is required.

In the *straight matter items* (Advertising Copy and Notice to Employees) no distinction will be made between correctible and uncorrectible errors since these are assumed to be first drafts of an advertisement and a notice to be edited by the dictator before they are sent to the printer. All uncorrected errors will be penalized. All errors should be found and corrected, but proportionate credit will be allowed even if there is an interlineation or other correction which would make a letter unavailable.

You will be allowed two hours in which to transcribe your notes. Do not become discouraged if you fail on some items, or cannot do all of them. Try to do as many as you possibly can.

If you finish in less than two hours, take your transcripts to the examiner at once so that he may note the time on your papers. Extra credit will be allowed for each minute saved.

Ask:

Are there any questions about what you are to do?

Answer all questions necessary to make instructions clear.

Say:

It is now (give time). Record this time on the Rating Sheet where it says "Hour Begun."

Say:

All right, begin.

Make a record of the time at this point.

If any testee hands in his transcripts before the end of the two hours, note the exact time received on this Rating Sheet.

At the end of two hours

Announce:

Stop! Be sure your name is on every sheet of paper to be handed in, on the envelope, and in two places on the Rating Sheet. Stay in your seats until told that you may leave. Place all material in your test envelope and pass it to the right aisle (or left, or forward, etc.).

Collect the transcribed materials.

Make sure that all test papers are accounted for.

Be sure that on each envelope is written the student's name and that of his school or employer and city.

Dismiss the group.

Rating the Transcripts

In scoring this test, the dictation booklet is to be used as a guide for marking each testee's transcript. But deviations are allowable where the sense of the original dictation is preserved.

Points have been assigned each of the items of the test as follows:

1st item—	9 points	9th item—	13 points
2nd item—	12 points	10th item—	16 points
3rd item—	17 points	11th item—	24 points
4th item—	20 points	12th item—	14 points
5th item—	27 points	13th item—	23 points
6th item—	10 points	14th item—	14 points
7th item—	25 points	15th item—	14 points
8th item—	12 points	Total —	250 points

No credit at all is to be allowed for any letter where the transcription is so poorly done as to change the meaning, thus making it unavailable. No credit is to be deducted where the testee changes the wording of a sentence but does not change its meaning. On the straight-matter items (5 and 7) credit for all correct work will be allowed and penalties for all errors deducted according to the schedule below.

In rating each *acceptable* letter, deduct 1 point for each of the following correctible but uncorrected errors:

- Wrong word (substitution)
- Added word (extra)
- Omission of a word
- Failure to observe proper paragraphing

Transposition of letters in a word
 Misspelled word
 Incorrect abbreviation
 Failure to place a necessary punctuation mark
 Unnecessary punctuation mark
 Failure to capitalize properly
 Making a singular word plural, or a plural word singular
 Error in typing, such as leaving out a letter in a word
 Lack of neatness in any item
 Failing to make a correction in carbon copy
 Any other error which does not render the transcript unusable

In no item may more points than are allotted to that item be deducted for errors.

For failure to make carbon copy when required reject the entire letter.

Do not deduct for lack of neatness of carbon copy if it is entirely legible.

No credit is allowed for an unfinished item unless it is the last one attempted which was unfinished when time was called. On such an item allow 1 point for each full line of the original typed, less penalties for errors. An uncorrectible error in a partial letter at the end of the test will cause it to be rejected.

Computing the Total Score

The score for a perfect test paper done in exactly 120 minutes is 250. The score on each item of the test acceptably transcribed is found by deducting the total of points deductible for errors from the number of points assigned that item.

Total the net scores for all items attempted and add 2 points for each minute less than 120 in cases where the entire test is transcribed in less than two hours.

Record the score on the front of the Rating Sheet in the space indicated for it.

DENVER PUBLIC SCHOOLS

DENVER, COLORADO

CHARLES E. GREENE, SUPERINTENDENT

265

EMILY GRIFFITH OPPORTUNITY SCHOOL
THIRTEENTH AND WELTON STREETS
DENVER 4, COLORADO
HOWARD L. JOHNSON, PRINCIPAL
LOUIS A. MCELROY, ASSISTANT PRINCIPAL
HELEN D. REDFORD, ASSISTANT PRINCIPAL

January 9, 1945

C O P Y

Addison-Wesley Press, Inc.
Kendall Square Building
Cambridge 42, Massachusetts

Gentlemen:

We shall appreciate your permission to make an adaptation of the National Clerical Ability Tests, Stenographic Ability Test, Series 1941. This adaptation is to be given at the beginning of a special course and again at its completion to an experimental and a control group of students to test their typing ability in letter writing--mechanical setup, not transcription.

Attached is a sample of how each letter would be presented in the adaptation and the order in which the letters would be used. You will note the test time is broken into three periods, totaling your original 120 minutes, as we cannot keep the students for one two-hour period.

Since this test is to measure typing ability in turning out mailable letters, it would be necessary to give each student a copy from which to work. You will note we left out capitalization and punctuation (except where you had indicated it should be dictated). We also left four spaces between sentences as we felt some indication should be made. Voice inflection would answer the same purpose in actual dictation.

For our purpose, we specified the style of letter and the type of punctuation to be used in the opening and closing parts of each letter as that is definitely a part of our course content. However, grading on these points will be separate as your instructions call only for an acceptable form.

We shall appreciate your reply as soon as possible.

Very truly yours,

Edna-Jean Hershey
Coordinator of
Business Education

EJH:n

UNIVERSITY OF DENVER
(Colorado Seminary)
School of Commerce, Accounts, and Finance

Glenarm Place at Twentieth
Denver, Colorado

January 18, 1945

Mr. O. A. Crawford
Addison-Wesley Press Inc.
Kendall Square Building
Cambridge 42, Massachusetts

Dear Mr. Crawford:

I have just talked to Miss Edna-Jean Hershey of the Denver Opportunity School regarding the use of the National Clerical Ability Tests. I found that the thing that she wanted to use them for was to get material for a thesis which she is writing at Colorado State College at Fort Collins. The tests seem to be too long for her purpose.

I have told her that I see no reason why she could not use parts of the tests for that purpose, providing she indicates in the content the test which was used and the adaptations which she has made in case some question came up as to the validity and the reliability of her results. I feel that in case this is done, the established norms of the National Clerical Ability Tests could not be questioned.

I hope that this decision meets with your approval.

I am sending a copy of this letter to both Miss Hershey and to Mr. Cowan, Secretary of the NCAT.

Very sincerely,

Cecil Puckett, President
National Council for
Business Education

CP/kh

Prepared by
Joint Committee on Tests
National Office Management Association
and the
National Council for Business Education

Distributed by
Addison-Wesley Press Inc.
Kendall Sq. Bldg.
Cambridge 42, Mass.
(Please reorder by Number)

Stenographic Ability Test Rating Sheet

Score

Item	Points Allotted	Deduction for Errors	Points Allowed	Minutes Allowed
1	9			4.32
2	12			5.76
3	17			8.16
4	20			9.60
5	27			12.96
6	10			4.80
7	25			12.00
8	12			5.76
9	13			6.14
10	16			7.68
11	24			11.52
12	14			6.72
13	23			11.04
14	14			6.72
15	14			6.72
Totals	250			120.00

Points for
less time

SCORE

Copyright, 1941
J. R. Jackman
All rights reserved

Name

Your School
or Employer

Your City
or Town

Hour
Begun

Hour
Completed

TOTAL
SCORE
Do not
mark
in this
space

The following names and addresses are to be used for the letters dictated. For the first letter dictated use the first name and address. For the second letter use the second name and address, and so on to the end of the dictation. Note that the fifth and seventh items dictated are not letters and, therefore, need no name and address.

Letter No. 1

Warren Williams & Company
487 Western Avenue
Maynard, Illinois

Letter No. 9

Albert D. Raymond
345 Homeland Avenue
Buffalo, New York

Letter No. 2

Washburn Sales Company
476 Warren Place
Frankfort, Kentucky

Letter No. 10

George M. Nash
752 Charles Street
Boston, Massachusetts

Letter No. 3

James C. Cross
39 South Avenue
Fort Wayne, Indiana

Letter No. 11

To Our Salesmen
In Conference
Statler Hotel
St. Louis, Missouri

Letter No. 4

Premier Furniture Company
217 Locust Street
Philadelphia, Pennsylvania

Letter No. 12

Acme Book Company
1612 Commercial Building
Cincinnati, Ohio

Item No. 5

No name and address

Letter No. 13

Overland Express Company
248 Dearborn Street
Chicago, Illinois

Letter No. 6

Home Lumber Company
16 Canal Street
Maynard, Illinois

Letter No. 14

People's Warehouse Company
Maynard
Illinois

Item No. 7

No name and address

Letter No. 8

Racine Service Agency
410 Winfield Street
Racine, Wisconsin

Letter No. 15

Selective Draft Board
Maynard
Illinois

TIMING KEY
NATIONAL CLERICAL ABILITY TESTS
STENOGRAPHIC ABILITY TEST--SERIES 1941

Letters and Articles Divided by Days	Minutes Allotted Per Day	Minutes Allotted Per Day
<u>FIRST DAY:</u>		
<u>Letters</u>		
Warren Williams & Company....	4.32	
Washburn Sales Company.....	5.76	
James C. Cross.....	8.16	
Premier Furniture Company....	9.60	
George M. Nash	<u>7.68</u>	
	35.52	..... 36
<u>SECOND DAY:</u>		
<u>Letters</u>		
Home Lumber Company.....	4.80	
Racine Service Agency	5.76	
Albert D. Raymond	6.14	
To Our Salesmen	11.52	
<u>Article</u>		
Notice to Employees	<u>12.96</u>	
	41.18	..... 41
<u>THIRD DAY:</u>		
<u>Letters</u>		
Acme Book Company	6.72	
Overland Express Company....	11.04	
People's Warehouse Company...	6.72	
Selective Draft Board	6.72	
<u>Article</u>		
Advertising Copy	<u>12.00</u>	
	43.20	..... 43
<u>TOTAL:</u>		
	119.90	..... 120

NATIONAL CLERICAL ABILITY TESTS

Prepared and Administered by
Joint Committee on Tests

of the

National Office Management Association and the National Council for Business Education

Stenographic Ability Test - - Series 1941

Gentlemen:/

1

We are about to build an addition to our plant/ which will require most careful planning to insure the space needed/ and to keep the cost within the amount we wish to expend./ (Paragraph)

We have been told that you can give us the help we need/ in planning this new building./ Do you wish to undertake to set up plans for us and,/ if so,/ can you begin work on them at once?/ (Paragraph)

If you are interested,/ we shall be glad to see your representative as soon as possible./

Yours very truly,

Gentlemen:/

2

This is a tardy reply to your recent letter asking for settlement of our account./ Our only excuse is/ that we have been expecting daily/ a remittance from one of our customers who promised prompt payment/ for goods ordered long ago./ We have delayed writing you in the hope that this remittance would come,/ but as yet it has not reached us./ We are glad to say, however,/ that from other sources we have been able to get the money needed to settle our account with you./ A check for \$280 is enclosed./ (Paragraph)

We deeply regret any inconvenience our delay in settling this account/ may have caused you/ and hope that it will not interfere with a continuance of our pleasant business relationship./

Very truly yours,

Dear Sir:/

3

In the past it has been our practice to allow the limit of credit to our customers./ We have done this/ because we believe it is good business to do so./ But this is not the only reason./ It is done to win and keep the friendship of those who buy of us,/ and thus add to the pleasure of doing business./ (Paragraph)

Along with others you have received the limit of credit

which we grant,/ and always previous to this time/ you have met our expectations in the matter of payment./ It is, therefore, a disappointment to us/ to find that the present balance of your account has remained unpaid/ far beyond the date when you promised to pay it/ after our third extension of time./ (Paragraph)

We are not inclined to press too hard for a remittance at this time/ if there is good reason why you should not make one./ But, on the other hand,/ in this period of expanding business/ we can use some extra capital./ (Paragraph)

Please let us know what we may expect./ Perhaps some form of settlement which will not be difficult for you to meet/ can be arranged.

Yours very truly,

4

(Announce: Make 1 carbon copy)

Gentlemen:/

Yesterday I received the furniture that I ordered from you about two weeks ago./ I am sorry to say that/ all but one of the pieces/ (the dining room table)/ are badly marred./ As a matter of fact,/ several of the pieces look as if they had been used./ (Paragraph)

Of course it may be that the damage noted was caused during delivery,/ but I am inclined to think otherwise./ (Paragraph)

My experience with your firm leads me to believe/ that you will not expect me to keep this furniture/ unless it is put in proper condition./ If you wish to have it inspected/ before taking it back/ you may have your representative call for that purpose./ Please telephone when I may expect him/ so that I may be at home./ (Paragraph)

If you prefer to take my word for the condition of the furniture/ and have your delivery service call for it,/ let me know and I shall have it ready./ (Paragraph)

I still want this furniture/ and shall be glad to accept and pay for it/ if you can and will refinish it to my satisfaction.

Yours very truly,

End of First Period of 10 Minutes. Redictation as Requested.

Say to Testees: I shall now dictate a notice to be placed on the bulletin board of our business. The heading of this notice is Notice To Employees. The notice is as follows:

NOTICE TO EMPLOYEES

Up to this time we have never used a time clock./ It has never been necessary./ There has been no tendency on the part of any considerable number of our employees/ to take advantage of the absence of any check/ on their coming to the shop/ or leaving it./ (Paragraph)

It is doubtful if,/ under conditions which have prevailed for some time,/ any change would be necessary in this matter./ Within the past month, however,/ our force has been doubled/ and we find that some of the newer employees/ who are not familiar with our previous practice,/ and who may have been accustomed to a time clock/ or some other similar device,/ have failed to be at work on time,/ or have left their tasks a few minutes before closing time./ It has seemed best, therefore,/ to follow a practice which is common in most factories/ and install a time clock./ Beginning the first of next month/ all employees will be expected to use this clock when coming to work/ and when leaving at the close of the day./ (Paragraph)

On the table below this notice/ will be found copies of instructions for using the clock/ and each employee is asked to take one of these copies,/ study it carefully,/ and be prepared to adopt this new practice on the first day of next month/ when the clock will be installed and ready to use./ (Paragraph)

We are sure that none of our old employees will misunderstand the reasons for this change in our procedure./ We hope that our new employees will not misunderstand our motives./ We merely want to make it easy for all to conform to requirements which have been established./ This is only fair to those who in the past have been faithful in the observance of working hours./

Gentlemen:/

There is reason to believe that we shall want to purchase/ a considerable quantity of lumber/ between now and August first./ Naturally we prefer to buy our materials here at home,/ but if we do so/ we shall want credit terms/ equal to those which have been given us in the past/ by firms in nearby cities./ (Paragraph)

Send us your best terms/ on orders up to five thousand dollars,/ or send a representative to discuss the matter with us./ We want to get this matter settled before we need the credit we are asking/ so as to avoid delay when we are ready to order./

Yours very truly,

Say to Testees: I shall now dictate a statement to be used in an advertisement. The heading of this statement is Advertising Copy. The statement is as follows:

ADVERTISING COPY

We often are asked the question, "What is your business?"/ People seem surprised to learn that we handle almost every kind of merchandise./ Those who do know how extensive our business is/ seem to think that we are running a mail-order business./ But this is not the case./ (Paragraph)

A mail-order house procures goods from different places,/ advertises them to the public,/ and fills orders as they are received./ We do not operate in this way./ We find out what our customers want,/ order what will satisfy their needs,/ and deliver it to them./ (Paragraph)

In other words,/ our business is a "service" business./ Folks tell us what they want,/ we get it,/ and deliver it to them without any further trouble on their part./ (Paragraph)

The only way to find out how extensive our business really is/ is to order some very unusual thing/ and then see if we can deliver it./ Ten chances to one/ we shall be able to deliver it without any trouble whatever./ This is because we have been meeting the needs of the public successfully for the past thirty years./ We know where even unusual things can be found./ We know what they ought to cost./ We know on what terms they ought to be sold./ In short, we can handle an unusual transaction about as well as the average business man handles the usual transactions which occur daily in his business./ (Paragraph)

Regardless of what you want,/ be it merchandise or service,/ there is more than an even chance that we can save you money./ Give us a trial/ and let us prove our claim./

End of Second Period of 10 Minutes. Redictation as Requested.

(Announce: Make 1 carbon copy)

Gentlemen:/

We have every reason to believe that we can match any reasonable terms that our competitors may offer./ In fact,/ our business has been built up rapidly by our willingness to make it as easy as possible/ for people to buy our merchandise./ (Paragraph)

Naturally we shall want to know about your credit standing/ and shall want to know a little more about your requirements/ before saying just what terms we can make./ We shall,/ therefore,/ have our representative call on you Tuesday of next week/ when he will be in your vicinity./

If that will not be a convenient time for you/ please telephone us/ and we shall try to meet your convenience./

Yours very truly,

9

Dear Sir:/

We regret very much that you found the merchandise bought of us in bad condition when it was delivered./ We have no reason to doubt your word concerning this matter./ It is our desire to make you as little trouble as possible/ and to save as much time as possible in getting the articles refinished/ and back into your home./ Therefore, we shall have our delivery service call for them about 3 o'clock tomorrow afternoon/ when we hope it will be convenient for you to deliver them to us./ (Paragraph)

If we find that they cannot be refinished satisfactorily,/ we shall replace them with new pieces/ which we guarantee will be in perfect condition./ (Paragraph)

We appreciate your patience in the matter/ and shall do our best to see that future transactions are better handled./

Yours very truly,

10

Dear Sir:/

We regret very much/ that the suit you ordered from us seems to be defective./ We assure you that no defect was apparent when this suit was finished and delivered,/ but we want you to be satisfied and,/ therefore,/ make two proposals,/ either of which will be satisfactory to us./ (Paragraph)

According to your description,/ what seems to be a break in the thread in the left sleeve/ probably is merely the end of a thread/ left loose in weaving./ In this case,/ all that is necessary is to cut this small bit of thread/ and thus make the defect unnoticeable./ If you care to do this,/ we shall guarantee satisfaction in the end/ and make a deduction of 20% from the cost price./ (Paragraph)

If you prefer,/ we shall take the suit back/ and replace it with one which will be entirely satisfactory to you/ at the same price as was charged for the one you have./ (Paragraph)

We hope that one of these proposals will be satisfactory/ and assure you that either one will be agreeable to us./

Yours very truly,

11

Gentlemen:/

This letter is addressed to all of our salesmen/ because the message we have to give you at this time/ is the same for each man on our selling staff./ (Paragraph)

As you all know,/ in a business like ours/ traveling expense is a large item in our total sales cost./ For this reason/ we must remind you again/ that expense accounts which seem larger than they should be,/ taking the territory covered into account,/ will be examined with care./ (Paragraph)

Please be assured that in making this general statement/ we have no particular case of extravagance in mind./ We merely are trying to avoid the necessity of dealing with particular cases/ by calling your attention in advance/ to this very important matter./ (Paragraph)

It has occurred to us/ that you may be able to help us cut traveling expense/ by giving some thought to this matter./ We ask each one of you to make a note of any instance of unusual saving/ and include a memorandum concerning it/ with your expense account when it is turned in./ When all accounts are in/ we shall mimeograph a statement containing all methods of saving reported to us/ and see that each one of you gets a copy of it./ (Paragraph)

The above plan should enable you to help each other keep traveling expenses down/ and help us keep traveling costs in proper proportion to the total cost of selling our merchandise./ (Paragraph)

This method of reducing traveling costs is being proposed/ at the suggestion of one of our most successful salesmen./ May we count on your full cooperation/ so that we may learn whether or not material savings can be made as a result of this plan?

Very truly yours,

End of Third Period of 10 Minutes. Dictation as Requested.

12

Gentlemen:/

I recently took advantage of your offer/ to send me a copy of your "World History" on trial./ (Paragraph)

My chief reason for sending you an order for this book/ was the fact that you advertised it/ as the product of a "National Committee on Education."/ (Paragraph)

Now that I have this volume/ I fail to find the names of this committee in the book itself,/ or in the letter which accompanied it./ I shall appreciate it greatly/ if you will send me the names of this committee/ so that I may know that the book is backed by people of authority in the field of education./ (Paragraph)

I hope that a reply to this letter/ may be received within the ten days which I am allowed to keep the book/ before making remittance/ as I do not want to reach a final decision concerning it/ until I have the information asked for./

Yours very truly,

Gentlemen:/

We are desirous of ascertaining whether or not we can effect savings in transportation costs/ by some plan not now in use by us./ (Paragraph)

Up to this time we have shipped practically all of our merchandise/ by freight/ or by railway express./ It has been suggested by our shipping department/ that we might make considerable saving by adopting the practice of using a greater variety of transportation service./ (Paragraph)

Before making any radical change in our shipping methods/ we have decided to canvass the whole situation/ with a view to discovering what agencies are available to us/ and on what terms./ We shall, therefore,/ be glad to have your representative call at his convenience/ to tell us just what you have to offer/ that may be of advantage to us./ (Paragraph)

While any change which we may make is likely to be made gradually/ we desire to make a beginning in the right direction/ on the first of next month./ Therefore, if we can have information as to what you have to offer/ by that time/ it will be most useful to us./ (Paragraph)

Our Mr. Jones, who is in charge of this department of our business,/ usually is out of the city from Wednesday to Saturday each week./ Your representative should call, therefore,/ early in the week./

Yours very truly,

Gentlemen:/

We have just sold a tract of land which borders on State Street in the south end of this city./ A building on this property has been reserved./ We have been told that you might want to purchase this building/ for removal to your lot on the opposite side of the same street./ (Paragraph)

The building is 45 feet long,/ 25 feet wide,/ and one story in height./ It is of brick construction,/ but is so framed that it can be moved with little difficulty/ and with little chance of injury./ The roof is of fireproof construction./ (Paragraph)

While we hope to get a reasonable price for this building,/ we are not asking all that it is worth/ since we received a good price for the land on which it stood./ Any reasonable offer will be considered./ (Paragraph)

If you are interested,/ we shall be glad to hear from you./

Yours very truly,

Gentlemen:/

It is our desire to comply with every reasonable requirement in connection with our national defense program./ We want to be fair to those of our employees who are called into military service./ We want to be fair to those who are rejected for such service./ We want to know just what is expected of us in the cases of those who are called for service/ and whose jobs are temporarily taken by others/ not needed for the defense of their country./ (Paragraph)

We shall appreciate it very much/ if you will give us your interpretation of the law/ or laws/ which cover this phase of our defense program./ (Paragraph)

We also want to readjust our business/ in any way that may be necessary to enable us to do our part/ in preparing for any national emergency./ Please let us know what is desired of us./

Yours very truly,

End of Fourth Period of 10 Minutes. Redictation as Requested.

GENERAL INSTRUCTIONS APPLYING TO THE FIFTEEN JOBS
IN THE

NATIONAL CLERICAL ABILITY TESTS - STENOGRAPHIC ABILITY TEST OF 1941
used for
MECHANICS OF LETTER WRITING

1. You are supplied with 20 sheets of letterhead; 3 sheets of copy paper; and 1 sheet of carbon paper. These must do you for the thirteen letters and two articles which make up the total of fifteen jobs.
2. Only usable work will be accepted. Correctible but uncorrected errors will be penalized. An uncorrectible error--such as omission of a line or bad placement on the page--will cause a letter to be rejected completely.
3. Each item is to be begun on a new sheet.
4. You may use an eraser. Loss of time will be the only penalty if correcting is neatly done.
5. Make a carbon copy only as requested. Failure to make a carbon copy when required will cause the whole letter to be rejected.
6. Use today's date.
7. Use the style of letter and type of punctuation called for in the opening and closing parts of each letter.
8. Use Gentlemen as the salutation to firms and organizations; use Dear Sir as the salutation to individuals.
9. Paragraphs in the body of the material are indicated in all cases. No punctuation has been used at the end of sentences (except for the sake of clearness at the end of two lines in the copy to be given you), but FOUR SPACES HAVE BEEN LEFT BETWEEN SENTENCES to help guide you.
10. Paragraphs are to be single-spaced with a double space between paragraphs.
11. The complimentary close to be used is given at the end of each letter.
12. JAMES B. GRANT COMPANY is to be typed after the complimentary close of each letter, and the word By placed underneath it in the proper place for the signature of the dictator. JAMES B. GRANT COMPANY is to be typed at the end of the two articles.
13. You will be allowed a total of two hours to write this material. Do not become discouraged if you have difficulty with some of the jobs. Try to do as many as you possibly can.
14. If you finish in less than the time allotted, take your papers to the examiner AT ONCE so that she may note the time. Extra credit will be allowed for each minute saved.
15. Use JBG as the dictator's initials; use your initials as those of the typist.

JOBS FOR FIRST DAY OF LETTER-WRITING ABILITY
Based on Stenographic Ability Test of 1941

Time Allotted:
36 minutes

1. LETTER 1 -- Full block, open punctuation.

Addressed to: Warren Williams & Company, 487 Western Avenue,
 Maynard, Illinois.

we are about to build an addition to our plant which will require most careful planning to insure the space needed and to keep the cost within the amount we wish to expend (paragraph)

we have been told that you can give us the help we need in planning this new building do you wish to undertake to set up plans for us and if so can you begin work on them at once (paragraph)

if you are interested we shall be glad to see your representative as soon as possible yours very truly

2. LETTER 2 -- Indented style, close punctuation, paragraphs indented 10 spaces.

Addressed to: Washburn Sales Company, 476 Warren Place,
 Frankfort, Kentucky.

this is a tardy reply to your recent letter asking for settlement of our account our only excuse is that we have been expecting daily a remittance from one of our customers who promised prompt payment for goods ordered long ago we have delayed writing you in the hope that this remittance would come but as yet it has not reached us we are glad to say however that from other sources we have been able to get the money needed to settle our account with you a check for \$280 is enclosed (paragraph)

we deeply regret any inconvenience our delay in settling this account may have caused you and hope that it will not interfere with a continuance of our pleasant business relationship very truly yours

3. LETTER 3 -- Modified block, mixed punctuation, paragraphs blocked.

Addressed to: James C. Cross, 39 South Avenue,
 Fort Wayne, Indiana.

in the past it has been our practice to allow the limit of credit to our customers we have done this because we believe it is good business to do so but this is not the only reason it is done to win and keep the friendship of those who buy of us and thus add to the pleasure of doing business (paragraph)

THIS LETTER CONTINUES ON THE NEXT PAGE

JOBS FOR FIRST DAY OF LETTER WRITING ABILITY - Page 2

LETTER 3 - continued from first page:

along with others you have received the limit of credit which we grant and always previous to this time you have met our expectations in the matter of payment it is therefore a disappointment to us to find that the present balance of your account has remained unpaid far beyond the date when you promised to pay it after our third extension of time (paragraph)

we are not inclined to press too hard for a remittance at this time if there is good reason why you should not make one but on the other hand in this period of expanding business we can use some extra capital (paragraph)

please let us know what we may expect perhaps some form of settlement which will not be difficult for you to meet can be arranged yours very truly

4. LETTER 4 -- MAKE ONE CARBON COPY

Modified block, mixed punctuation, paragraphs indented 5 spaces.

Addressed to: Premier Furniture Company, 217 Locust Street, Philadelphia, Pennsylvania.

yesterday I received the furniture that I ordered from you about two weeks ago I am sorry to say that all but one of the pieces (the dining room table) are badly marred as a matter of fact several of the pieces look as if they had been used (paragraph)

of course it may be that the damage noted was caused during delivery but I am inclined to think otherwise (paragraph)

my experience with your firm leads me to believe that you will not expect me to keep this furniture unless it is put in proper condition if you wish to have it inspected before taking it back you may have your representative call for that purpose please telephone when I may expect him so that I may be at home (paragraph)

if you prefer to take my word for the condition of the furniture and have your delivery service call for it let me know and I shall have it ready (paragraph)

I still want this furniture and shall be glad to accept and pay for it if you can and will refinish it to my satisfaction
yours very truly

LETTER 5 APPEARS ON THE NEXT SHEET

JOBS FOR FIRST DAY OF LETTER WRITING ABILITY - Page 3

5. LETTER 5 -- Official style, mixed punctuation, paragraphs indented 5 spaces.

Addressed to: George M. Nash, 752 Charles Street,
Boston, Massachusetts.

Salutation: Dear Mr. Nash.

we regret very much that the suit you ordered from us seems to be defective we assure you that no defect was apparent when this suit was finished and delivered but we want you to be satisfied and therefore make two proposals either of which will be satisfactory to us (paragraph)

according to your description what seems to be a break in the thread in the left sleeve probably is merely the end of a thread left loose in weaving in this case all that is necessary is to cut this small bit of thread and thus make the defect unnoticeable if you care to do this we shall guarantee satisfaction in the end and make a deduction of 20 per cent from the cost price (paragraph)

if you prefer we shall take the suit back and replace it with one which will be entirely satisfactory to you at the same price as was charged for the one you have (paragraph)

we hope that one of these proposals will be satisfactory and assure you that either one will be agreeable to us
yours very truly

END OF JOBS FOR FIRST DAY

If you finished ahead of time, take your work IMMEDIATELY to the examiner. You will be allowed extra credit for each minute saved.

JOBS FOR SECOND DAY OF LETTER-WRITING ABILITY
Based on Stenographic Ability Test of 1941

Time Allotted:
41 minutes

1. **LETTER 1 -- Indented style, open punctuation, paragraphs indented 5 spaces.**

Addressed to: Home Lumber Company, 16 Canal Street,
 Maynard, Illinois.

there is reason to believe that we shall want to purchase a considerable quantity of lumber between now and august first naturally we prefer to buy our materials here at home but if we do so we shall want credit terms equal to those which have been given us in the past by firms in nearby cities (paragraph)

send us your best terms on orders up to five thousand dollars or send a representative to discuss the matter with us we want to get this matter settled before we need the credit we are asking so as to avoid delay when we are ready to order yours very truly

2. **LETTER 2 -- MAKE ONE CARBON COPY**
Modified block, mixed punctuation, paragraphs blocked.

Addressed to: Racine Service Agency, 410 Winfield Street,
 Racine, Wisconsin.

we have every reason to believe that we can match any reasonable terms that our competitors may offer in fact our business has been built up rapidly by our willingness to make it as easy as possible for people to buy our merchandise (paragraph)

naturally we shall want to know about your credit standing and shall want to know a little more about your requirements before saying just what terms we can make we shall therefore have our representative call on you tuesday of next week when he will be in your vicinity if that will not be a convenient time for you please telephone us and we shall try to meet your convenience yours very truly

3. **LETTER 3 -- Modified block, close punctuation, paragraphs indented 10 spaces.**

Addressed to: Albert D. Raymond, 345 Homeland Avenue,
 Buffalo, New York.

we regret very much that you found the merchandise bought of us in bad condition when it was delivered we have no reason to doubt your word concerning this matter it is our desire to make you as little trouble as possible and to save as much time as possible in getting the articles refinished and back into your home therefore we shall have our delivery service call for them about three o'clock tomorrow afternoon when we hope it will be convenient for you to deliver them to us (paragraph)

THIS LETTER CONTINUES ON THE NEXT PAGE

JOBS FOR SECOND DAY OF LETTER WRITING ABILITY -- Page 2

LETTER 3 -- continued from Page 1

if we find that they cannot be refinished satisfactorily we shall replace them with new pieces which we guarantee will be in perfect condition (paragraph)

we appreciate your patience in the matter and shall do our best to see that future transactions are better handled yours very truly

4. LETTER 4 -- Full block, mixed punctuation.

Addressed to: To Our Salesmen, In Conference,
Statler Hotel, St. Louis, Missouri.

this letter is addressed to all of our salesmen because the message we have to give you at this time is the same for each man on our selling staff (paragraph)

as you all know in a business like ours traveling expense is a large item in our total sales cost for this reason we must remind you again that expense accounts which seem larger than they should be taking the territory covered into account will be examined with care (paragraph)

please be assured that in making this general statement we have no particular case of extravagance in mind we merely are trying to avoid the necessity of dealing with particular cases by calling your attention in advance to this very important matter (paragraph)

it has occurred to us that you may be able to help us cut traveling expense by giving some thought to this matter we ask each one of you to make a note of any instance of unusual saving and include a memorandum concerning it with your expense account when it is turned in when all accounts are in we shall mimeograph a statement containing all methods of saving reported to us and see that each one of you gets a copy of it (paragraph)

the above plan should enable you to help each other keep traveling expenses down and help us keep traveling costs in proper proportion to the total cost of selling our merchandise (paragraph)

this method of reducing traveling costs is being proposed at the suggestion of one of our most successful salesmen may we count on your full cooperation that we may learn whether or not material savings can be made as a result of this plan very truly yours

JOB 5 APPEARS ON PAGE THREE

JOBS FOR SECOND DAY OF LETTER WRITING ABILITY -- Page 3

5. NOTICE FOR BULLETIN BOARD -- put on letterhead paper.

Notice headed: NOTICE TO EMPLOYEES

up to this time we have never used a time clock it has never been necessary there has been no tendency on the part of any considerable number of our employees to take advantage of the absence of any check on their coming to the shop or leaving it (paragraph)

it is doubtful if under conditions which have prevailed for some time any change would be necessary in this matter within the past month however our force has been doubled and we find that some of the newer employees who are not familiar with our previous practice and who may have been accustomed to a time clock or some other similar device have failed to be at work on time or have left their tasks a few minutes before closing time it has seemed best therefore to follow a practice which is common in most factories and install a time clock beginning the first of next month all employees will be expected to use this clock when coming to work and when leaving at the close of the day (paragraph)

on the table below this notice will be found copies of instructions for using the clock and each employee is asked to take one of these copies study it carefully and be prepared to adopt this new practice on the first day of next month when the clock will be installed and ready to use (paragraph)

we are sure that none of our old employees will misunderstand the reasons for this change in our procedure we hope that our new employees will not misunderstand our motives we merely want to make it easy for all to conform to requirements which have been established this is only fair to those who in the past have been faithful in the observance of working hours (end of notice)

END OF JOBS FOR SECOND DAY

If you finished ahead of time, take your work IMMEDIATELY to the examiner. You will be allowed extra credit for each minute saved.

JOBS FOR THIRD DAY OF LETTER WRITING ABILITY
Based on Stenographic Ability Test of 1941

Time Allotted:
43 minutes

1. LETTER 1 -- Full block, mixed punctuation.

Addressed to: Acme Book Company, 1612 Commercial Building,
Cincinnati, Ohio.

I recently took advantage of your offer to send me a copy of your
"world history" on trial (paragraph)

my chief reason for sending you an order for this book was the
fact that you advertised it as the product of a national committee
on education (paragraph)

now that I have this volume I fail to find the names of this com-
mittee in the book itself or in the letter which accompanied it.
I shall appreciate it greatly if you will send me the names of this
committee so that I may know that the book is backed by people of
authority in the field of education (paragraph)

I hope that a reply to this letter may be received within the ten
days which I am allowed to keep the book before making remittance
as I do not want to reach a final decision concerning it until I
have the information asked for yours very truly

**2. LETTER 2 -- Modified block, open punctuation, paragraphs
blocked.**

Addressed to: Overland Express Company, 248 Dearborn Street,
Chicago, Illinois.

we are desirous of ascertaining whether or not we can effect sav-
ings in transportation costs by some plan not now in use by us
(paragraph)

up to this time we have shipped practically all of our merchandise
by freight or by railway express it has been suggested by our
shipping department that we might make considerable saving by
adopting the practice of using a greater variety of transportation
service (paragraph)

before making any radical change in our shipping methods we have
decided to canvass the whole situation with a view to discovering
what agencies are available to us and on what terms we shall
therefore be glad to have your representative call at his conve-
nience to tell us just what you have to offer that may be of ad-
vantage to us (paragraph)

while any change which we may make is likely to be made gradually
we desire to make a beginning in the right direction on the first
of next month therefore if we can have information as to what
you have to offer by that time it will be most useful to us
(paragraph)

LETTER 2 -- continued from page one.

our mr jones who is in charge of this department of our business usually is out of the city from wednesday to saturday each week. your representative should call therefore early in the week
yours very truly

3. LETTER 3 -- Indented style mixed punctuation, paragraphs indented 5 spaces.

Addressed to: People's Warehouse Company, Maynard, Illinois.

we have just sold a tract of land which borders on state street in the south end of this city a building on this property has been reserved we have been told that you might want to purchase this building for removal to your lot on the opposite side of the same street (paragraph)

the building is 45 feet long 25 feet wide and one story in height. it is of brick construction but is so framed that it can be moved with little difficulty and with little chance of injury the roof is of fireproof construction (paragraph)

while we hope to get a reasonable price for this building we are not asking all that it is worth since we received a good price for the land on which it stood any reasonable offer will be considered (paragraph)

if you are interested we shall be glad to hear from you
yours very truly

4. LETTER 4 -- Modified block, mixed punctuation, paragraphs indented 5 spaces.

Addressed to: Selective Draft Board, Maynard, Illinois.

it is our desire to comply with every reasonable requirement in connection with our national defense program we want to be fair to those of our employees who are called into military service we want to be fair to those who are rejected for such service we want to know just what is expected of us in the cases of those who are called for service and whose jobs are temporarily taken by others not needed for the defense of their country (paragraph)

we shall appreciate it very much if you will give us your interpretation of the law or laws which cover this phase of our defense program (paragraph)

we also want to readjust our business in any way that may be necessary to enable us to do our part in preparing for any national emergency please let us know what is desired of us
yours very truly

5. NOTICE TO BE USED IN ADVERTISING -- put on letterhead paper.

Notice headed: ADVERTISING COPY

we often are asked the question what is your business people seem surprised to learn that we handle almost every kind of merchandise those who do know how extensive our business is seem to think that we are running a mail-order business but this is not the case (paragraph)

a mail-order house procures goods from different places advertizes them to the public and fills orders as they are received we do not operate in this way we find out what our customers want order what will satisfy their needs and deliver it to them (paragraph)

in other words our business is a "service" business folks tell us what they want we get it and deliver it to them without any further trouble on their part (paragraph)

the only way to find out how extensive our business really is is to order some very unusual thing and then see if we can deliver it ten chances to one we shall be able to deliver it without any trouble whatever this is because we have been meeting the needs of the public successfully for the past thirty years we know where even unusual things can be found we know what they ought to cost we know on what terms they ought to be sold; in short we can handle an unusual transaction about as well as the average business man handles the usual transactions which occur daily in his business (paragraph)

regardless of what you want be it merchandise or service there is more than an even chance that we can save you money give us a trial and let us prove our claim (end of statement)

END OF JOBS FOR THIRD DAY

If you finished ahead of time, take your work IMMEDIATELY to the examiner. You will be allowed extra credit for each minute saved.

LOCATION KEY
NATIONAL CLERICAL ABILITY TESTS
STENOGRAPHIC ABILITY TEST--SERIES 1941

<u>Letters and Articles Listed Alphabetically</u>	<u>Actual Number in Printed Test</u>	<u>Number in Adaptation Day</u>	<u>Item</u>
<u>LETTERS</u>			
Acme Book Company.....	12	3rd	1
Cross, James C.	3	1st	3
Home Lumber Company.....	6	2nd	1
Nash, George M.	10	1st	5
Overland Express Company...	13	3rd	2
People's Warehouse Company.	14	3rd	3
Premier Furniture Company..	4	1st	4
Racine Service Agency.....	8	2nd	2
Raymond, Albert D.	9	2nd	3
Selective Draft Board.....	15	3rd	4
To Our Salesmen	11	2nd	4
Washburn Sales Company.....	2	1st	2
Williams (Warren) & Company	1	1st	1

ARTICLES

Advertising Copy	7	3rd	5
Notice to Employees.....	5	2nd	5

LETTERS CORRECTLY TYPED
FOLLOW IN ALPHABETICAL ORDER

OTIS QUICK-SCORING MENTAL ABILITY TESTS

By ARTHUR S. OTIS, PH.D.

Formerly Development Specialist with Advisory Board, General Staff, United States War Department

Gamma

AM

GAMMA TEST: FORM AM

For Senior High Schools and Colleges

Score.....

Read this page. Do what it tells you to do.

Do not open this booklet, or turn it over, until you are told to do so.
Fill these blanks, giving your name, age, birthday, etc. Write plainly.

Name..... Age last birthday years
First name, initial, and last name
Birthday..... Teacher..... Date..... 19.....
Month Day
Grade..... School..... City.....

This is a test to see how well you can think. It contains questions of different kinds. Here are three sample questions. Five answers are given under each question. Read each question and decide which of the five answers below it is the right answer.

Sample a: Which one of the five things below is soft?

① glass ② stone ③ cotton ④ iron ⑤ ice..... 1 2 3 4 5
|| | | | |

The right answer, of course, is cotton; so the word cotton is underlined. And the word cotton is No. 3; so a heavy mark has been put in the space under the 3 at the right. This is the way you are to answer the questions.

Try the next sample question yourself. Do not write the answer; just draw a line under it and then put a heavy mark in the space under the right number.

Sample b: A robin is a kind of —

⑥ plant ⑦ bird ⑧ worm ⑨ fish ⑩ flower..... 6 7 8 9 10
|| | | | |

The answer is bird; so you should have drawn a line under the word bird, and bird is No. 7; so you should have put a heavy mark in the space under the 7. Try this one:

Sample c: Which one of the five numbers below is larger than 55?

⑪ 53 ⑫ 48 ⑬ 29 ⑭ 57 ⑮ 16..... 11 12 13 14 15
|| | | | |

The answer, of course, is 57; so you should have drawn a line under 57, and that is No. 14; so you should have put a heavy mark in the space under the 14.

The test contains 80 questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to begin. Try to get as many right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

Do not turn this booklet until you are told to begin.

Patent No. 1,586,628

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PRINTED IN U.S.A. GAMMA: AM-17

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ANSWER SHEET

Otis Quick-Scoring: Gamma: Au

Page **6**

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Page **5**


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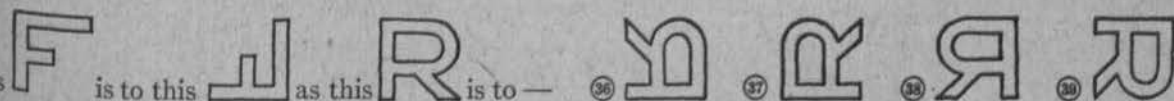
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





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






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161	162	163	164	165
166	167	168	169	170
171	172	173	174	175
176	177	178	179	180

1. The opposite of hate is —
 (1) enemy (2) fear (3) love (4) friend (5) joy
2. If 2 pencils cost 5 cents, how many pencils can be bought for 50 cents?
 (6) 100 (7) 10 (8) 20 (9) 25 (10) 5
3. A dog does not always have —
 (11) eyes (12) bones (13) a nose (14) a collar (15) lungs
4. A recollection that is indefinite and uncertain may be said to be —
 (16) forgotten (17) secure (18) vague (19) imminent (20) fond
5. Which of these words would come first in the dictionary?
 (21) more (22) pile (23) mist (24) pick (25) mine
6. A fox most resembles a —
 (26) pig (27) goat (28) wolf (29) tiger (30) cat
7. Gold is more costly than silver because it is —
 (31) heavier (32) scarcer (33) yellower (34) harder (35) prettier
8. The first drawing below is related to the second in the same way that the third one is to one of the remaining four. Which one? 



9. A radio is related to a telephone in the same way that (?) is to a railroad train.
 (41) a highway (42) an airplane (43) gasoline (44) speed (45) noise
10. The opposite of wasteful is —
 (46) wealthy (47) quiet (48) stingy (49) economical (50) extravagant
11. A debate always involves —
 (51) an audience (52) judges (53) a prize (54) a controversy (55) an auditorium
12. A party consisted of a man and his wife, his two sons and their wives, and four children in each son's family. How many were there in the party?
 (56) 7 (57) 8 (58) 12 (59) 13 (60) 14
13. One number is wrong in the following series.
 1 5 2 6 3 7 4 9 5 9
 What should that number be?
 (61) 9 (62) 7 (63) 8 (64) 10 (65) 5
14. A school is most likely to have —
 (66) maps (67) books (68) a janitor (69) a teacher (70) a blackboard
15. What letter in the word WASHINGTON is the same number in the word (counting from the beginning) as it is in the alphabet?
 (71) A (72) N (73) G (74) T (75) O
16. Which word makes the truest sentence? Fathers are (?) wiser than their sons.
 (76) always (77) usually (78) much (79) rarely (80) never
17. Four of these five things are alike in some way. Which one is not like the other four?
 (1) nut (2) turnip (3) rose (4) apple (5) potatoes
18. The opposite of frequently is —
 (6) occasionally (7) seldom (8) never (9) periodically (10) often
19. This  is to this  as this  is to —
 (11)  (12)  (13)  (14)  
20. At a dinner there is always —
 (16) soup (17) wine (18) food (19) waiters (20) dishes
21. If 10 boxes full of apples weigh 400 pounds, and each box when empty weighs 4 pounds, how many pounds do all the apples weigh?
 (21) 40 (22) 360 (23) 396 (24) 400 (25) 404

22. If a boy can run at the rate of 5 feet in $\frac{1}{2}$ of a second, how many feet can he run in 10 seconds? (26) 1 (27) 50 (28) 250 (29) 2 (30) 25
23. A thermometer is related to temperature as a speedometer is to — (31) fast (32) automobile (33) velocity (34) time (35) heat
24. "State of changing place" is a good definition for — (36) advancement (37) retardation (38) rotation (39) motion (40) revision
25. If the first two statements following are true, the third is (?).
All residents in this block are Republicans.
Smith is not a Republican. Smith resides in this block.
(41) true (42) false (43) not certain
26. If the words below were arranged to make a good sentence, with what letter would the second word of the sentence begin?
same means big large the as
(46) a (47) b (48) m (49) s (50) t
27. Sunlight is to darkness as (?) is to stillness.
(51) quiet (52) sound (53) dark (54) loud (55) moonlight
28. A grandmother is always (?) than her granddaughter.
(56) smarter (57) more quiet (58) older (59) smaller (60) slower
29. Such things as looks, dress, likes, and dislikes indicate one's —
(61) character (62) wisdom (63) personality (64) gossip (65) reputation
30. A tree always has —
(66) leaves (67) fruit (68) buds (69) roots (70) a shadow
31. In general it is safest to judge a man's character by his —
(71) voice (72) clothes (73) deeds (74) wealth (75) face
32. Which of these words is related to many as exceptional is to ordinary?
(76) none (77) each (78) more (79) much (80) few
33. This  is to this  as this  is to — (1)  (2)  (3)  (4) 
34. What is related to a cube in the same way that a circle is related to a square?
(6) circumference (7) corners (8) sphere (9) solid (10) thickness
35. Which one of these pairs of words is most unlike the other three?
(11) run — fast (12) large — big (13) loan — lend (14) buy — purchase
36. The opposite of awkward is —
(16) strong (17) pretty (18) graceful (19) short (20) swift
37. The two words superfluous and requisite mean —
(21) the same (22) the opposite (23) neither same nor opposite
38. Of the five words below, four are alike in a certain way. Which one is not like these four?
(26) push (27) hold (28) lift (29) drag (30) pull
39. The idea that the earth is flat is —
(31) absurd (32) misleading (33) improbable (34) unfair (35) wicked
40. The opposite of loyal is —
(36) treacherous (37) enemy (38) thief (39) coward (40) jealous
41. The moon is related to the earth as the earth is to —
(41) Mars (42) the sun (43) clouds (44) stars (45) the universe
42. The opposite of sorrow is —
(46) fun (47) success (48) joy (49) prosperity (50) hope
43. If the first two statements are true, the third is (?).
Frank is older than George. James is older than Frank.
George is younger than James.
(51) true (52) false (53) not certain
44. If $2\frac{1}{2}$ yards of cloth cost 30 cents, what will 10 yards cost?
(56) \$1.20 (57) 75¢ (58) 40¢ (59) \$3.00 (60) 37½¢
45. Congest means to bring together, condole means to grieve together.
Therefore con means — (61) to bring (62) together (63) to grieve (64) to bring or grieve together

46. The law of gravitation is —
 (66) obsolete (67) absolute (68) approximate (69) conditional (70) constitutional.....









47. Oil is to toil as (?) is to hate.
 (71) love (72) work (73) boil (74) ate (75) hat.....

48. If $4\frac{1}{2}$ yards of cloth cost 90 cents, what will $3\frac{1}{2}$ yards cost?
 (76) \$3.15 (77) 86½¢ (78) 70¢ (79) 89¢ (80) 35¢.....

49. Which number in this series appears a second time nearest the beginning?

6 4 5 3 7 8 0 9 5 9 8 8 6 5 4 7 3 0 8 9 1

(81) 9 (82) 0 (83) 8 (84) 6 (85) 5.....


50. This  is to this  as this  is to — (86)  (87)  (88)  (89)  

51. If the first two statements following are true, the third is (?).
 Some of our citizens are Methodists. Some of our citizens are doctors.
 Some of our citizens are Methodist doctors.

(1) true (2) false (3) not certain.....

52. Which one of the five words below is most unlike the other four?
 (6) fast (7) agile (8) run (9) quick (10) speedy.....

53. One who says things he knows to be wrong is said to be —
 (11) careless (12) misled (13) conceited (14) untruthful (15) prejudiced.....

54. If the words below were arranged to make the *best* sentence,
 with what letter would the last word of the sentence end?
 sincerity traits courtesy character of desirable and are
 (16) r (17) y (18) s (19) e (20) d..... 


55. If a strip of cloth 36 inches long will shrink to 33 inches when washed,
 how many inches long will a 48-inch strip be after shrinking?
 (21) 47 (22) 44 (23) 45 (24) 46 (25) 45½.....








56. Which of these expressions is most unlike the other three?
 (26) draw pictures (27) clean house (28) come home (29) work problems.....

57. If the following words were seen on a wall by looking at a mirror on the opposite wall,
 which word would appear exactly the same as if seen directly?
 (31) MEET (32) ROTOR (33) MAMA (34) DEED (35) TOOT.....

58. Find the two letters in the word ACTOR which have just as many letters between them in
 the word as in the alphabet. Which one of these two letters comes first in the alphabet?
 (36) A (37) C (38) T (39) O (40) R.....

59. A surface is related to a line as a line is to a —
 (41) solid (42) plane (43) curve (44) point (45) string.....

60. One number is wrong in the following series.
 1 2 4 7 11 16 23
 What should that number be?
 (46) 3 (47) 6 (48) 10 (49) 16 (50) 22..... 

61. This  is to this  as this  is to — (51)  (52)  (53)  (54) 

62. How many of the following words can be made from the letters in the word
 STRANGLE, using any letter any number of times?
 greatest, tangle, garage, stresses, related, grease, nearest, reeling
 (56) 7 (57) 6 (58) 3 (59) 4 (60) 5.....

63. Which of the following is a trait of character?
 (61) reputation (62) wealth (63) influence (64) fickleness (65) strength.....

64. A statement the meaning of which is not definite is said to be —

- (66) erroneous (67) doubtful (68) ambiguous (69) distorted (70) hypothetical

65. Evolution is to revolution as crawl is to —

- (71) baby (72) floor (73) stand (74) run (75) hands and knees

66. Coming is to came as now is to —

- (76) today (77) some time (78) tomorrow (79) before now (80) hereafter

67. One number is wrong in the following series.

1 2 4 8 16 32 64 96

What should that number be?

- (1) 3 (2) 6 (3) 12 (4) 48 (5) 128

68. If George can ride a bicycle 60 feet while Frank runs 40 feet, how many feet can George ride while Frank runs 30 feet?

- (6) 50 (7) 10 (8) 45 (9) 20 (10) 70

69. What letter is the fourth letter to the left of the letter which is midway between D and I in the word REPRODUCTION?

- (11) C (12) R (13) O (14) N (15) D

70. Which of the five things following is most like these three: ivory, snow, and milk?

- (16) butter (17) rain (18) cold (19) cotton (20) water




71. A hotel serves a mixture of 2 parts cream and 3 parts milk.

How many pints of milk will it take to make 25 pints of the mixture?

- (21) 25 (22) $16\frac{2}{3}$ (23) 15 (24) $12\frac{1}{2}$ (25) 10

72. A man who spends his money lavishly for non-essentials is considered to be —

- (26) fortunate (27) thrifty (28) extravagant (29) generous (30) economical

73. This  is to this  as this  is to —



74. If the first two statements following are true, the third is (?).

One cannot become a good violinist without much practice.

Charles practices much on the violin. Charles will become a good violinist.

- (36) true (37) false (38) not certain

75. Which of these expressions is most unlike the other three?

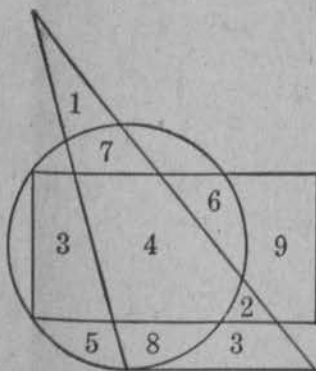
- (41) small to tiny (42) pretty to beautiful (43) warm to hot (44) excellent to good

76. If the words below were rearranged to make a good sentence,

the *fifth* word in the sentence would begin with what letter?

life friends valuable to The make asset in a is ability

- (46) l (47) f (48) v (49) t (50) a



77. What number is in the space that is in the rectangle and in the triangle but not in the circle?

- (51) 1 (52) 2 (53) 3 (54) 4 (55) 5

78. What number is in the same geometrical figure or figures (and no others) as the number 6?

- (56) 1 (57) 2 (58) 3 (59) 4 (60) 5

79. How many numbers are there each of which is in two geometrical figures but only two?

- (61) 1 (62) 2 (63) 3 (64) 4 (65) 5

80. If a wire 40 inches long is to be cut so that one piece is $\frac{3}{4}$ as long as the other piece, how long must the shorter piece be?

- (66) $26\frac{2}{3}$ in. (67) $39\frac{1}{3}$ in. (68) 18 in. (69) 24 in. (70) 16 in.

OTIS QUICK-SCORING MENTAL ABILITY TESTS

By ARTHUR S. OTIS, PH.D.

Formerly Development Specialist with Advisory Board, General Staff, United States War Department

Gamma
B_M

GAMMA TEST: FORM BM

For Senior High Schools and Colleges

Score.....

Read this page. Do what it tells you to do.

Do not open this booklet, or turn it over, until you are told to do so.
Fill these blanks, giving your name, age, birthday, etc. Write plainly.

Name..... Age last birthday years
First name, initial, and last name

Birthday..... Teacher..... Date..... 19.....
Month Day

Grade..... School..... City.....

This is a test to see how well you can think. It contains questions of different kinds. Here are three sample questions. Five answers are given under each question. Read each question and decide which of the five answers below it is the right answer.

Sample a: Which one of the five things below is soft?

① glass	② stone	③ <u>cotton</u>	④ iron	⑤ ice	1	2	3	4	5
							 		

The right answer, of course, is *cotton*; so the word *cotton* is underlined. And the word *cotton* is No. 3; so a heavy mark has been put in the space under the 3 at the right. This is the way you are to answer the questions.

Try the next sample question yourself. Do not write the answer; just draw a line under it and then put a heavy mark in the space under the right number.

Sample b: A robin is a kind of —

⑥ plant	⑦ <u>bird</u>	⑧ worm	⑨ fish	⑩ flower	6	7	8	9	10

The answer is *bird*; so you should have drawn a line under the word *bird*, and *bird* is No. 7; so you should have put a heavy mark in the space under the 7. Try this one:

Sample c: Which one of the five numbers below is larger than 55?

⑪ 53	⑫ 48	⑬ 29	⑭ 57	⑮ 16	11	12	13	14	15

The answer, of course, is 57; so you should have drawn a line under 57, and that is No. 14; so you should have put a heavy mark in the space under the 14.

The test contains 80 questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to begin. Try to get as many right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

Do not turn this booklet until you are told to begin.

Patent No. 1,586,628

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Page 6



64	65	66	67	68	69	70
71	72	73	74	75		
65						
76	77	78	79	80		
66						



67	1	2	3	4	5

68	6	7	8	9	10

69	11	12	13	14	15

70	16	17	18	19	20

71	21	22	23	24	25

72	26	27	28	29	30



73	31	32	33	34

74	36	37	38

75	41	42	43	44

76	46	47	48	49	50

77	51	52	53	54	55

78	56	57	58	59	60



79	61	62	63	64	65

80	66	67	68	69	70

Page 5

46	66	67	68	69	70

47	71	72	73	74	75

48	76	77	78	79	80

49	81	82	83	84	85

50	86	87	88	89

51	1	2	3

52	6	7	8	9	10

53	11	12	13	14	15

54	16	17	18	19	20

55	21	22	23	24	25

56	26	27	28	29

57	31	32	33	34	35

58	36	37	38	39	40

59	41	42	43	44	45

60	46	47	48	49	50

61	51	52	53	54

62	56	57	58	59	60

63	61	62	63	64	65

64	66	67	68	69	70

65	71	72	73	74	75

66	76	77	78	79	80

67	81	82	83	84	85

68	86	87	88	89

69	1	2	3

70	6	7	8	9	10

71	11	12	13	14	15

72	16	17	18	19	20

Page 4

22	26	27	28	29	30

23	31	32	33	34	35

24	36	37	38	39	40

25	41	42	43

26	46	47	48	49	50

27	51	52	53	54	55

28	56	57	58	59	60

29	61	62	63	64	65

30	66	67	68	69	70

31	71	72	73	74	75

32	76	77	78	79	80

33	1	2	3	4

34	6	7	8	9	10

35	11	12	13	14

36	16	17	18	19	20

37	21	22	23

38	26	27	28	29	30

39	31	32	33	34	35

40	36	37	38	39	40

41	41	42	43	44	45

42	46	47	48	49	50

43	51	52	53

44	56	57	58	59	60

45	61	62	63	64	65

46	66	67	68	69	70

47	71	72	73	74	75

48	76	77	78	79	80

Page 3



1	1	2	3	4	5

2	6	7	8	9	10

3	11	12	13	14	15

4	16	17	18	19	20

5	21	22	23	24	25

6	26	27	28	29	30

7	31	32	33	34	35

8	36	37	38	39

9	41	42	43	44	45

10	46	47	48	49	50

11	51	52	53	54	55

12	56	57	58	59	60

13	61	62	63	64	65

14	66	67	68	69	70

15	71	72	73	74	75

16	76	77	78	79	80

17	1	2	3	4	5

18	6	7	8	9	10

19	11	12	13	14

20	16	17	18	19	20

21	21	22	23	24	25

22	26	27	28	29	30

23	31	32	33	34	35

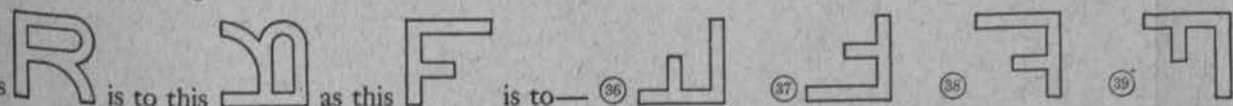
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





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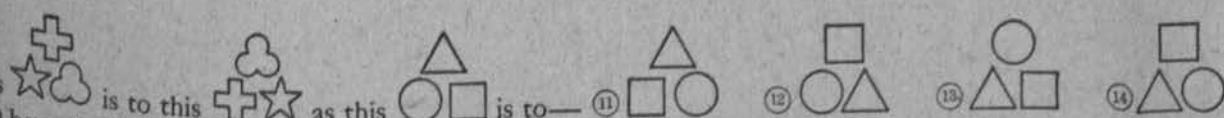
26	46	47	48	49	50













27	51	52	53	54	55

1. The opposite of love is —
① like ② anger ③ hate ④ strange ⑤ lover
2. If 3 pencils cost 10 cents, how many pencils can be bought for 50 cents?
⑥ 5 ⑦ 30 ⑧ 15 ⑨ 3 ⑩ 150
3. A man does not always have —
⑪ arteries ⑫ skin ⑬ muscle ⑭ teeth ⑮ blood
4. The opposite of honor is —
⑯ glory ⑰ cowardice ⑱ disgrace ⑲ fear ⑳ defeat
5. Which of these words would come first in the dictionary?
㉑ none ㉒ take ㉓ nest ㉔ told ㉕ near
6. A word meaning the same as effect is —
㉖ cause ㉗ affect ㉘ result ㉙ change ㉚ answer
7. Lead is cheaper than silver because it is —
㉛ duller ㉜ more plentiful ㉝ softer ㉞ heavier ㉟ less useful
8. The first drawing is related to the second in the same way that the third one is to one of the remaining four. Which one?



- This  is to this  as this  is to— (36)  (37)  (38)  (39) 
9. The opposite of gentle is —
(41) strong (42) rough (43) humane (44) thoughtless (45) careless
10. A contest always has —
(46) an umpire (47) applause (48) spectators (49) opponents (50) victory
11. The opposite of cowardly is —
(51) loyal (52) strong (53) treacherous (54) brave (55) friendly
12. A party consisted of a man and his wife, his three sons and their wives, and three children in each of the sons' families.
How many were there in the party?
(56) 8 (57) 11 (58) 14 (59) 16 (60) 17
13. Which word is needed to begin the following sentence?
— a straight-line geometrical figure has only three straight sides, it is a triangle.
(61) Although (62) Since (63) If (64) Now that (65) Because
14. A street always has —
(66) asphalt (67) curbs (68) lights (69) width (70) gutters



19. This  is to this  as this  as this  is to — (11)   (12)   (13)   (14)  
20. If 10 boxes full of oranges weigh 500 pounds, and each box when empty weighs 5 pounds, how many pounds do all the oranges weigh? (16) 495 (17) 550 (18) 450 (19) 505 (20) 490
21. One number is wrong in this series: 1 6 2 7 3 8 4 9 5 10 7 11
What should that number be?
(21) 11 (22) 6 (23) 10 (24) 8 (25) 12
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22. If a boy can run at the rate of 8 feet in $\frac{1}{3}$ of a second, how many feet can he run in 10 seconds?

(26) 10 (27) 24 (28) 240 (29) 80 (30) 300

23. A sewing machine is related to a needle as a typewriter is to —

(31) a pin (32) a cloth (33) a pen (34) ink (35) a page

24. Forward motion is a good definition for —

(36) transfer (37) rotation (38) entrance (39) progress (40) retardation

25. If the first two statements following are true, the third is (?).

All members of this club are Republicans. Smith is not a Republican.
Smith is a member of this club.

(41) true (42) false (43) not certain

26. If the following words were arranged to make the best sentence, the *last* word of the sentence would begin with what letter?

tests pupils mental thousands have of taken

(46) m (47) p (48) t (49) h (50) o

27. An egg is related to a bird in the same way that (?) is related to a plant.

(51) shell (52) seed (53) leaf (54) feather (55) root

28. Sound is related to quiet in the same way that sunlight is to —

(56) bright (57) evaporation (58) darkness (59) a cellar (60) noise

29. Which word makes the truest sentence? Women are (?) shorter than their husbands.

(61) always (62) much (63) usually (64) rarely (65) never

30. What people say about a person constitutes his —




(66) character (67) gossip (68) disposition (69) reputation (70) personality

31. A home always has —

(71) a mother (72) hearth (73) familiarity (74) congeniality (75) music

32. A person who never pretends to be anything other than what he is, is said to be —

(76) loyal (77) hypocritical (78) courageous (79) meek (80) sincere

33. This  is to this  as this  is to —

(1)

(2)

(3)

(4)

34. An ellipse is related to a circle as a diamond is to a —

(8) ring (9) rectangle (10) square (11) oval (12) cube

35. Which of these pairs of words is most unlike the other three?

(13) work — hard (14) little — small (15) blossom — flower (16) grief — sorrow

36. The opposite of destroy is —

(17) alter (18) continue (19) create (20) destroy (21) change

37. The two words repentant and reluctant mean —

(22) the same (23) neither same nor opposite (24) the opposite

38. Which of the five things following is most unlike the other four?

(25) nail (26) hammer (27) screw (28) bolt (29) tack

39. The statement that the moon is made of green cheese is —

(30) absurd (31) misleading (32) improbable (33) unfair (34) wicked

40. The opposite of economical is —

(35) extravagant (36) stingy (37) cheap (38) value (39) rich

41. A word meaning the same as controversy is —

(40) conversation (41) dispute (42) discussion (43) lawsuit (44) dialogue

42. The opposite of skillful is —

(45) lazy (46) weak (47) clumsy (48) slow (49) novice

43. If the first two statements following are true, the third is (?).

George is older than Frank. James is older than George.
Frank is younger than James.

(50) true (51) false (52) not certain

44. If $2\frac{1}{2}$ yards of cloth cost \$2, how many dollars will 10 yards cost?

(53) 8 (54) 25 (55) 20 (56) 4 (57) 5

45. Superimpose means to lay above; superinduce means to bring in above. Therefore super means —

(58) to lay (59) above (60) to bring (61) to lay or to bring (62) to lay in

(Go right on to the next page.)

46. Find the letter in this sentence which appears a second time nearest the beginning.

(66) F (67) e (68) t (69) i (70) h

47. Which one of the five words below is most like these three: love, hate, joy?

(71) memory (72) taste (73) health (74) anger (75) life

48. If $4\frac{1}{2}$ yards of cloth cost 90 cents, what will $2\frac{1}{2}$ yards cost?

(76) \$2.25 (77) 88¢ (78) 50¢ (79) 87½¢ (80) 11½¢

49. If the settlement of a difference between two parties is made by a third party, it is called —

(81) a compromise (82) a truce (83) a promise (84) an injunction

(85) an arbitration



50. This is to this as this is to —

(86)

(87)

(88)

(89)

51. If the first two statements following are true, the third is (?).

Some of Brown's friends are Catholics. Some of Brown's friends are lawyers.

Some of Brown's friends are Catholic lawyers.

(1) true (2) false (3) not certain

52. Which one of the five words following is most unlike the other four?

(6) drop (7) come (8) here (9) stay (10) have

53. A man who is averse to change and progress is said to be —

(11) democratic (12) radical (13) anarchistic (14) conservative (15) liberal

54. If a strip of cloth 32 inches long will shrink to 28 inches when washed, how many inches long will a 24-inch strip of the same cloth be after shrinking?

(16) 21 (17) 20 (18) 22 (19) 23 (20) 24

55. If the words below were rearranged to make a good sentence, the *last* word of the sentence would begin with what letter?

preparation training life A excellent an college is for

(21) t (22) l (23) p (24) e (25) c

56. Which of these expressions is most unlike the other three?

(26) shovel snow (27) sweep floors (28) walk fast (29) write letters

57. If the following names were seen on a wall by looking at a mirror on the opposite wall, which name would appear exactly the same as if seen directly?

(31) ANNE (32) HANNAH (33) LULU (34) ADA (35) OTTO

58. Find the two letters in the word DIVOT which have just as many letters between them in the word as in the alphabet. Which one of these two letters comes first in the alphabet?

(36) D (37) I (38) V (39) O (40) T

59. A point is to a line as a line is to a —

(41) curve (42) pencil (43) dot (44) surface (45) solid

60. One number is wrong in the following series: 0 1 3 6 10 15 21 29 36. What should that number be?

(46) 9 (47) 2 (48) 37 (49) 5 (50) 28



61. This is to this as this is to —

(51)

(52)

(53)

(54)

62. How many of the following words can be made of the letters in the word CELEBRATE, using any letter twice?

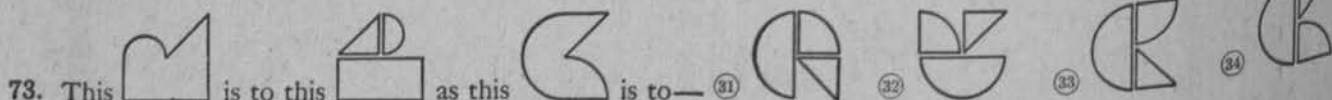
create better traceable erect tables rabble crated prattle barter








(56) 5 (57) 6 (58) 3 (59) 4 (60) 2

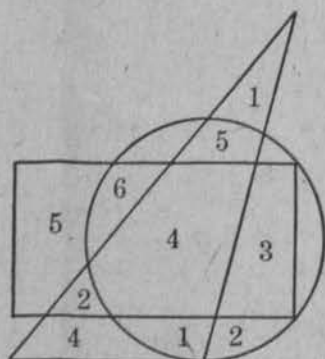
63. Which of the following is a trait of character?

(61) personality (62) esteem (63) love (64) generosity (65) health

64. One can measure a city block _____ by pacing.
 (66) evenly (67) carefully (68) approximately (69) cautiously (70) correctly
65. A stone falling freely from a cliff —
 (71) accentuates (72) accompanies (73) acquits (74) accelerates (75) activates
66. Going is to went as now is to —
 (76) today (77) tomorrow (78) presently (79) earlier (80) later
67. One number is wrong in the following series.
 What should that number be?
 1 4 9 16 25 36 45 64
 (1) 7 (2) 14 (3) 23 (4) 34 (5) 49
68. If Frank can ride a bicycle 30 feet while George runs 20 feet,
 how many feet can Frank ride while George runs 30 feet?
 (6) 15 (7) 40 (8) 45 (9) 50 (10) 60
69. Write the letter of the alphabet which is the third to the right of the letter
 which is midway between M and Q.
 (11) N (12) R (13) L (14) O (15) P
70. Four of the things following are alike in a certain way. Which one is not like these four?
 (16) snow (17) ivory (18) cotton (19) soot (20) milk
71. A hotel serves a mixture of 3 parts cream and 2 parts milk.
 How many pints of cream will it take to make 25 pints of the mixture?
 (21) 75 (22) 24 (23) 15 (24) 92½ (25) 8½
72. A man who is influenced in making a decision by preconceived opinions is said to be —
 (26) influential (27) hypocritical (28) prejudiced (29) decisive (30) impartial



73. This  is to this  as this  is to — (31)  (32)  (33)  (34) 
74. If the first two statements following are true, the third is (?).
 It takes perseverance to become a skillful juggler. This boy has perseverance.
 He will become a skillful juggler.
 (36) true (37) false (38) not certain
75. Which of these pairs of words is most unlike the other three?
 (41) go and come (42) strong and weak (43) in and out (44) south and west
76. Which of the following is related to stars in the same way
 that physiology is to blood?
 (46) telescope (47) astronomy (48) darkness (49) light waves (50) chemistry



77. What number is in the space which is in the rectangle and in the triangle
 but not in the circle?
 (51) 1 (52) 2 (53) 3 (54) 4 (55) 5
78. What number is in the same geometrical figure or figures (and no others)
 as the number 6?
 (56) 1 (57) 2 (58) 3 (59) 4 (60) 5
79. How many spaces are there each of which is in two geometrical figures
 but only two?
 (61) 7 (62) 6 (63) 3 (64) 4 (65) 5

80. If a wire 40 inches long is to be cut so that one piece is $\frac{3}{4}$ as long as the other piece,
 how many inches long must the longer piece be?
 (66) 26½ (67) 30 (68) 39½ (69) 13½ (70) 24

OTIS QUICK-SCORING MENTAL ABILITY TESTS

By ARTHUR S. OTIS, Ph.D.

Formerly Development Specialist with Advisory Board, General Staff, United States War Department

MANUAL OF DIRECTIONS FOR GAMMA TEST FORMS AM AND BM

THE QUICK-SCORING SERIES

The Otis Quick-Scoring Mental Ability Tests comprise three tests, called Alpha, Beta, and Gamma. The three tests are designed for grades as follows:

Alpha Test.....Grades 1-4

Beta Test.....Grades 4-9

Gamma Test...High Schools and Colleges

The Alpha Test consists entirely of pictures and is completely new. The Beta and Gamma Tests are revisions and extensions of the Intermediate and Higher Examinations, respectively, of the Otis Self-Administering Tests of Mental Ability.

PURPOSE OF THE TESTS

The purpose of the three tests in the series is to measure mental ability — thinking power or the degree of maturity of the mind.

It should be understood from the outset that it is not possible to measure mental ability directly. It is possible only to measure the effect mental ability has had in enabling the pupil to acquire certain knowledge and mental skill. Of course the answering of some types of questions depends less upon schooling and more upon mental ability than the answering of others, and in making up the test the aim has been for the most part to choose that kind of question which depends as little as possible on schooling and as much as possible on thinking.

However, in the interest of variety it has been found necessary and even advantageous to include in verbal tests of mental ability such as the Beta and Gamma Tests certain questions which might seem at first glance to be mere measures of achievement. This type includes questions on vocabulary, arithmetic reasoning, etc. It must be remembered, however, that any test which involves the use of language can measure mental ability only to the extent to which we may assume that pupils of the same age have had approximately the same

opportunity to learn. Consequently, if a pupil has grown up with a limited educational opportunity, especially with reference to language, his mental ability is not fairly measured by any test involving language. But in a given community in which all children have approximately the same educational opportunity, it is reasonable to assume that a pupil who progresses rapidly in school and learns much has greater mental ability for his age than one who progresses less rapidly and learns less. To this extent, therefore, certain achievement questions such as vocabulary and arithmetic-reasoning questions, even though depending on language, do measure mental ability.

ALTERNATIVE FORMS

There are four forms of the Gamma Test (Forms AM, BM, C, and D), similar in construction but differing in content. Forms C and D are published in a smaller size with a special folding, as in Beta Test: Forms A and B.

SPECIAL FEATURES

The tests are self-administering in the same sense as the Otis Self-Administering Tests of Mental Ability, in that it is necessary merely to pass out the booklets, allow the pupils time to study the first page with a minimum of directions, and then let them go ahead and take the test. A single examiner may administer the tests to all the classes of a moderate-sized school in a day, by devoting a few minutes to start one class taking the test, leaving the class in care of the teacher, and going on to the next class, etc. This is a good way to assure reasonable uniformity of procedure in the giving of the tests.

In addition to the ease of administration which these tests afford by virtue of their single time limit, a new method of stencil scoring is provided by which the tests may be scored even more rapidly than the Self-Administering Tests.

Provision is made in Forms AM and BM for the pupil to put his answers to all the questions on one sheet, called the Answer Sheet, which is page 2 of the test booklet. To

use the Answer Sheet, the pupil tears it off from the rest of the booklet and slips it under the booklet in such a way that the spaces for the answers appear just to the right of the test page.

A row of 5 spaces like this

1	2	3	4	5

 on the Answer Sheet corresponds to each question. The spaces are numbered consecutively and arranged so as to align perfectly with the questions on the test paper in order to make sure the pupil will not put his answer mark in the wrong row of spaces.

To indicate his answer to a question, the pupil makes a vertical mark in the space that has the same number as the answer he has chosen, like this:

1	2	3	4	5

The Answer Sheet is then scored by a stencil key containing holes so spaced that if the pupil has put his mark in the right space it will show through the hole in the Key; otherwise not. To score the paper, it is necessary merely to count the marks that can be seen through the holes in the Key. One application of the Key is sufficient, of course, to score the whole test.

Experience shows that this is the quickest possible method of scoring a test "by hand," so to speak. Its principal advantage is that the scorer does not have to look at each answer to see whether a cross is in or not in a given square or circle—he disregards all wrong answers completely and merely counts right ones.

It is by reason of this new scoring feature that the tests are called "Quick-Scoring Tests."

MACHINE SCORING

Forms AM and BM of the Gamma Test may be scored also by the International Business Machines Corporation scoring machine. For this purpose a special extra Answer Sheet must be used. It is used in the same way as the attached Answer Sheet but has to be printed separately. It is also sold separately.

Further information about machine scoring of these tests may be had by addressing World Book Company.

DIRECTIONS FOR ADMINISTERING

To administer Form AM or BM of the Gamma Test, address the pupils as follows: (Give all directions slowly and distinctly, with a pause after each sentence.)

"We are now going to give you some tests that measure your ability to think. I will pass out the test papers and as soon as you receive one, read the first page and do what it tells you to do; that is, fill the blanks, giving your name, age, etc., and answer the sample questions.

"Do not open or turn over the booklet. Part of the test is to see if you can follow directions."

Have the test papers passed, one to each pupil, right side up; that is, with the title page up. If separate Answer Sheets are to be used, pass these out also. See that every pupil is supplied with two pencils and an eraser. It is better not to have the pencils too sharp, principally because it is better to have the pupils make wide marks, since these are easy to see.

Allow a reasonable time for all to finish reading the first page; then say: "Is there anyone who does not understand how to answer the samples?" Be sure all do.

If the attached Answer Sheet is to be used, read the first indented paragraph below and skip the second.

If the machine-scoring Answer Sheet is to be used, skip the first indented paragraph and read the second.

(Attached Answer Sheet)

"Now turn to page 2, which is the Answer Sheet. You are to put your marks in the spaces on this Answer Sheet. Tear off the Answer Sheet."

(Machine-Scoring Answer Sheet)

"Now notice the separate Answer Sheet that has been passed to you. You are to put your marks in the spaces on this Answer Sheet.

(Continue here.)

"Slip the Answer Sheet under the edge of page 3 so that the column of spaces marked 'Page 3' is alongside of page 3 like this." (Show by holding up page 3 with the "Page 3" column of the Answer Sheet close to page 3 of the booklet.) "Notice that the arrow tips on the Answer Sheet point directly toward the arrow tips on page 3. In answering the first question, you put a mark in one of the spaces in the first row, and so on.

"When you finish page 3, pull out the Answer Sheet a little way like this," (Show.) "so that you can see the column of answers for page 4, and do page 4. Always keep the Answer Sheet shoved under the booklet so that the column of the Answer Sheet on which you are working is close to the test paper.

"When you come to page 5, fold page 6 under like this," (Show how.) "so that you can get the 'Page 5' column of the Answer Sheet close to page 5 of the booklet like this." (Show.)

"Never put more than one mark in any row of spaces. 'Is there anyone who does not understand what to do?' (Answer any questions about how to take the test.) Then say:

"As explained in the paragraph below the samples, the test contains eighty questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed a half hour. Try to get as many

right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered after the test begins.

"Now go ahead and answer the questions. Remember to make heavy black marks."

Write immediately on the blackboard the exact time when the pupils begin to take the test. It is helpful to write on the blackboard also the time the pupils must stop work. Thus, if pupils are started at 1:17, write this on the blackboard and under it write 1:47. Or set your watch exactly on the hour and when it is exactly half-past the hour by your watch, the time will be up.

It should be understood by the examiner that no questions about the test are to be answered which might give the pupils the slightest help in answering the questions; that is, the examiner or teacher may not explain the meaning of any word or give any hints. It is permissible at the beginning of the examination for the examiner to move quietly about the room to make sure that the pupils are indicating their answers in the proper manner (making heavy black marks), and if during the examination a pupil becomes confused on account of the use of the separate Answer Sheet, it is permissible, of course, to explain to him how to proceed. Thereafter it is better for the teacher to remain seated at her desk so that the room is quiet and the pupils may work undisturbed.

The one in charge of timing the test should be particularly impressed with the need to watch the time carefully, for it is very easy to forget the time and let the pupils work more than the time allowed.

When the stopping time is reached, say: "Stop! Lay your pencil down."

Have the Answer Sheets collected. Then have the pupils write their names at the top of page 3 of the booklet. Then have the booklets collected. The booklets should be preserved until after the scoring of Answer Sheets is done; then they may be destroyed.

DIRECTIONS FOR SCORING

A Key for scoring the test is included in each package of tests.

To score an Answer Sheet, lay the Key over the Answer Sheet in such a way that the heavy circles which are printed with crosses in them at the top of the test appear through the appropriate holes at the top of the Key. The Key will then be adjusted so that all the marks that the pupils have made in the right spaces will show through the holes.¹ The number of marks so

¹ The arrangement for scoring this test is covered by Patent No. 1,586,628, originally taken out by Charles E. Lauterbach.

appearing is the pupil's score. This should be written in the space provided at the top of the title page.

The pupils have been instructed to be sure not to put more than one mark in any row of spaces. However, if in the case of any item two marks have been put in the same row of spaces, no credit is given for that item.

Ordinarily in scoring this test there is no need to mark the answers right or wrong but merely to count them, for only the total score is of significance. To avoid errors in counting, after the numbers right have been counted, continue the count with the wrong and omitted items and make sure that you end with 80.

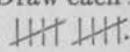
In the interest of accuracy it is well for each Answer Sheet to be scored independently by two persons. If this is done, the score obtained by the first scorer may be written at the foot of the page. Then, after the next scorer has scored the paper and compared his count with that made by the first scorer and found it to check, the sheet may be turned and the checked score written on the title page.

DIRECTIONS FOR RECORDING SCORES

In each package of tests there is included a Class Record which provides for the recording of scores of a class.

Before entering the scores, arrange the papers either in alphabetical order or in order of magnitude of score, according to preference. Then enter the name of each pupil, his age in years and months, and his score.

Note that provision is made on the Class Record for entering later the IQ of the pupil and any additional data, such as percentile rank in the class or school, classification designation, etc., and for entering the median age, median score, etc., if desired.

Provision is made at the foot of page 2 of the Class Record for distributing the scores of a class or a school. To distribute the scores of a class, make a mark in the second column of the table for each pupil's score, putting the mark opposite the interval within which the score falls. Thus, if the first pupil has made a score of 63, put a mark opposite 60-64. Draw each fifth mark across the preceding four like this, . This makes it easier to count the marks.

After the marks are all entered, count those in each interval and write the number in the column headed "Freq." (Frequency).

To find the median (middle) score, count from either end of the distribution to the middle mark. If the middle mark falls, say, in the interval 50-54, sort out the papers whose scores fall in this interval, and, if the median is the third mark in the interval, find the score

on the third paper in that bunch of papers. That score is the median score of the class. (See Chapter II of Otis: *Statistical Method in Educational Measurement*,¹ or a similar text, for detailed explanations of other methods for finding the median.)

REPORTING TO THE AUTHOR

To assist in making the norms more comprehensive, the author would appreciate the favor of receiving from each school system using 100 tests or more the following data for each grade:

Test used (Gamma)	Median Age (when each
Form used (AM or BM)	age has been recorded
Grade	in years and months)
Date of the test	Median Score

That is, the author wishes to know the median age in years and months and the median score of all the pupils in the school system who are in the ninth grade, the same for all who are in the tenth grade, etc., whatever grades were tested. Address Dr. Arthur S. Otis, care of World Book Company, Yonkers, New York. This courtesy will be appreciated.

NORMS

If a large number of 15-year pupils take a test and their scores are arranged in order, the median or middle score is considered as just normal for 15-year pupils and is said to be the *norm* for the age of 15 years.

Table 1 gives the norms for the various ages of pupils taking Gamma. The table is read as follows: The norm for the age of 11 years 0 months is a score of 20, etc. The norm for adults is 42.

TABLE 1
NORMS IN THE GAMMA TEST, FORMS AM AND BM

YEARS→	11	12	13	14	15	16	17	18 or over
0	20	25	29	33	37	39	41	42
1	21	26	30	34	37	40	41	
2	21	26	30	34	37	40	41	
3	22	26	30	34	38	40	41	
4	22	27	31	35	38	40	41	
5	22	27	31	35	38	40	41	
6	23	27	31	35	38	40	42	
7	23	28	32	36	38	41	42	
8	23	28	32	36	39	41	42	
9	24	28	32	36	39	41	42	
10	24	29	33	36	39	41	42	
11	25	29	33	37	39	41	42	

¹ Published by World Book Company.

The norms for Gamma were obtained in part by means of equating experiments in which 777 pupils took Gamma and the Otis Higher Examination, 742 pupils took Gamma and Beta, and 1661 pupils took Gamma and the Pintner Advanced General Ability Test.

INTELLIGENCE QUOTIENTS

A measure of a pupil's brightness, called an Intelligence Quotient (IQ), is sometimes found by dividing the pupil's Mental Age by the Binet Scale by his "Chronological Age."

A measure of brightness of a pupil comparable to an intelligence quotient (IQ) obtained by the Binet Scale may be found by comparing his score in the Gamma Test with the norm for his age, as explained below. A measure so found is not a quotient, but it is called an "IQ" because it has the same significance as an IQ.

HOW TO FIND A PUPIL'S "GAMMA IQ"

To find a pupil's "Gamma IQ" proceed as follows:

1. Find the norm for the pupil's age from Table 1.
2. Find the amount by which the pupil's score exceeds (or falls below) the norm for his age. Call this his "deviation of score."
3. Add the pupil's deviation of score to 100 (or subtract from 100 if the deviation is downward). The result is the pupil's "Gamma IQ."

For example, suppose a pupil of the age of 14 years 6 months makes a score of 45. The norm for 14 years 6 months in Table 1 is 35 points. The pupil's score of 45 points exceeds his norm of 35 by 10 points. Hence his "Gamma IQ" is $100 + 10$, or 110.

"Gamma IQ's" found by this method tend to be somewhat less variable than ordinary IQ's; that is, they tend to be somewhat nearer to 100. This fact should be borne in mind if comparisons are made between "Gamma IQ's," found as above, and ordinary IQ's, found by the division method.

VALIDITY AND RELIABILITY OF THE TEST

The method by which the items of the Higher Examination (used in Gamma) were originally validated is described in the Manual for the Otis Self-Administering Tests of Mental Ability.

In an article in the *Journal of Experimental Education* for March, 1937, Alphonse Chapanis, of Connecticut State College, describes an experiment in which the validity of each item of the Higher Examination was investigated by finding the biserial coefficient of correlation between the item and the total score in the test. Although the scores of only 100 adults of each sex were used in the experiment, the coefficients for the items

were without exception positive for both sexes, having a median value of $+ .61$. This experiment indicates that all the items of the Higher Examination have real validity in a mental ability test.

The correlation between the Gamma Test and the Higher Examination was found for the 1007 pupils tested in Yonkers, New York. The coefficients were as shown in Table 2.

TABLE 2

COEFFICIENTS OF CORRELATIONS BETWEEN GAMMA AND HIGHER EXAMINATION

GRADE	10	11	12	AVERAGE
Gamma A 1st — Higher Exam. 2d	.89	.86	.82	.86
Gamma A 2d — Higher Exam. 1st	.86	.88	.82	
Gamma B 1st — Higher Exam. 2d	.87	.85	.92	
Gamma B 2d — Higher Exam. 1st	.84	.80	.88	
Average number of pupils per coefficient = 84				

The reliability of the Gamma Test was investigated by correlating the odd-numbered and even-numbered items of the test papers of 257 pupils in Grades 10, 11, and 12. The coefficients so found were, respectively, .82, .85, and .73 for the three grades. When corrected by the Spearman-Brown formula, the reliability coefficients for the three grades were found to be .90, .91, and .85, respectively.

APPLICATION OF RESULTS

Purposes of mental ability tests. The principal purposes for which mental tests are given are these:

1. For teaching purposes, to discover which pupils are bright and capable of doing better school work than they are doing and to discover which pupils are dull and may be attempting work beyond their capacity.

2. For administrative purposes, to regrade pupils so that the pupils in any one grade will be more homogeneous in mental ability and therefore able to progress at more nearly the same rate than otherwise.

3. For administrative purposes, to classify pupils into separate groups within grades in order that the brighter or the more mature pupils may be given an enriched curriculum and in order that the duller or the less mature pupils may be allowed to progress at a slower rate.

Such classifying is sometimes done on the basis of score (dividing the pupils on the basis of mental maturity)

and sometimes on the basis of IQ (dividing the pupils on the basis of brightness). The first of these methods is recommended.

4. For research purposes, to obtain two or more groups of equal mental ability or brightness which may be given different methods of instruction for the purpose of determining which method is superior.

5. For guidance purposes, to assist pupils to choose wisely in planning their educational, recreational, and vocational programs.

6. For administrative purposes, to determine the comparative mental status of pupils of different schools or localities.

Distributing scores. For any one of the purposes mentioned above it is desirable to distribute the scores of a class. This is usually done by finding the intervals 0-4, 5-9, etc., into which the scores fall. Provision is made for so distributing the scores of a class on the Class Record, a copy of which is enclosed in each package of tests.

Classifying pupils according to score. If desired to divide the pupils of a grade into classes according to score, the scores of all the pupils of the grade may be entered in one distribution on a Class Record or the test papers may be arranged in order of score. The scores may then be divided into an upper third, middle third, and lower third, or in any other convenient way, and the pupils classified accordingly.

It will be found that pupils so grouped are much more alike in their ability to learn than the pupils of the whole group and can be taught together much more easily.

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Unit of Instruction in

**MECHANICS OF
BUSINESS LETTERS
TYPED TO
GENERAL PUBLIC**

for use in the field of
OFFICE WORK

**DENVER PUBLIC SCHOOLS • DEPT. OF VOCATIONAL EDUCATION
EMILY GRIFFITH OPPORTUNITY SCHOOL**

UNIT NO. 30

Denver Public Schools
Department of Vocational Education
Emily Griffith Opportunity School

A U N I T O F I N S T R U C T I O N
I N

MECHANICS OF BUSINESS LETTERS

TYPED TO GENERAL PUBLIC

for use in the field of

OFFICE WORK

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TABLE OF CONTENTS

Foreword

Content Analysis Chart and Individual Progress Record

Job Directions Name of Type Job

Type Job
No.

Address 20 Large Envelopes	1
Address 20 Small Envelopes	2
Address 20 Executive Envelopes	3
Test No. 1	4
Type 5 Letters - Full Block, Open	5
Type 5 Letters - Full Block, Close	6
Type 5 Letters - Full Block, Mixed	7
Type 5 Letters - Full Block, Mixed	8
Test No. 2	9
Type 5 Letters - Modified, Open	10
Type 5 Letters - Modified, Open	11
Type 5 Letters - Modified, Close	12
Type 5 Letters - Modified, Close	13
Type 5 Letters - Modified, Mixed	14
Type a 2-Page Letter - Modified, Mixed	15
Test No. 3	16
Type 5 Letters - Indented, Open	17
Type 10 Letters - Indented, Close	18
Type 5 Letters - Indented, Mixed	19
Type a 2-Page Letter - Indented, Mixed	20
Test No. 4	21
Type 3 Letters - Inverted Paragraphs, Mixed	22
Type 3 Letters - Inverted Paragraphs, Open	23
Test No. 5	24
Type 6 Letters - Official, Mixed	25
Type 7 Letters - Official, Close	26
Test No. 6	27
Type 4 Letters - Full Block, Open	28
Type 4 Letters - Modified, Mixed	29
Type a Letter - Modified, Mixed	30
Type 5 Letters - Indented, Close	31
Test No. 7	32
Fill In 10 Form Letters	33
Fill In 10 Form Letters	34
Test No. 8	35
Get Ready to Mail 10 Regular Letters in Large Envelopes	36
Get Ready to Mail 10 Regular Letters in Small Envelopes	37
Get Ready to Mail 5 Three-Quarter Letters in Large Envelopes	38

Get Ready to Mail 8 Half-Sheet Letters in Small Envelopes	39
Get Ready to Mail 10 Official Letters in Executive Envelopes	40
Get Ready to Mail 5 Letters in Window Envelopes	41
Test No. 9	42

Operation Sheets
Name

Identifying
No.

Finding Writing Position on Envelope	0-1
Typing the Envelope	0-2
Getting Ready to Type Letter	0-3
Estimating Number of Words in Body of Letter	0-4
Deciding Letter Placement	0-5
Proofreading a Letter	0-6
Writing Opening Parts of Full Block Letter	0-7
Writing Closing Parts of Full Block Letter	0-8
Writing Block Paragraphs	0-9
Writing Opening Parts of Modified Block Letter	0-10
Writing Closing Parts of Modified Block Letter	0-11
Writing Indented Paragraphs	0-12
Writing Opening Parts of Indented Letter	0-13
Writing Closing Parts of Indented Letter	0-14
Writing Inverted Paragraphs	0-15
Writing Opening Parts of Official Letter	0-16
Writing Closing Parts of Official Letter	0-17
Handling Indented Matter	0-18
Feeding Envelopes	0-19
Matching Type for Color	0-20
Getting Ready to Fill In Form Letter	0-21
Filling In Form Letter	0-22
Inserting Letter in Envelope	0-23
Folding Regular Letter for Large Envelope	0-24
Folding Regular Letter for Small Envelope	0-25
Folding Three-Quarter Letters for Large Envelope	0-26
Folding Half-Sheet Letter for Small Envelope	0-27
Folding Official Letter for Executive Envelope	0-28
Folding Large Letter for Window Envelope	0-29
Inserting Letter in Window Envelope	0-30

Information Sheets
Name

Identifying
Letter

Business Envelopes	A
Open, Close, and Mixed Punctuation	B
Business Stationery	C
Carbon Copies	D
Letter Placement	E
Letter Parts	F

Address, Salutation, and Complimentary Close	G
Letter Styles	H
Mailable Letters	I
Word Division	J
Correct Spelling	K
Abbreviations	L
Figures and Numbers	M
Capitalization	N
Punctuation	O

FOREWORD

To be effective, business letters to the general public must meet two criteria: they must BE attractive and convincing; they must LOOK attractive and convincing. It is the typist's duty to see to it that the second criteria is fulfilled, as the receiver of the letter is consciously or unconsciously influenced by the appearance of the letter even before he begins to read.

Four factors are necessary in commanding respect for the appearance of business letters:

1. The letter must be well placed on the page.
2. It must meet basic standards of style and form.
3. It must be typographically correct.
4. It must be free from smudges and noticeable erasures.

The purpose of this Unit of Instruction, therefore, is to help the prospective or inexperienced clerk-typist become proficient in the important job of typing business letters.

In addition to typing and placement ability, the typist must know how to find and apply rules governing word division, spelling, punctuation, capitalization, abbreviations, use of figures and numbers, and special forms of address, salutation, and complimentary close. All these are included in this Unit of Instruction.

Omitted from the Unit are methods of erasing and points of grammar and sentence structure. Neat erasing is a skill applicable to all kinds of typing and should have been learned as a part of general typing rather than as a special part of letter writing. Points of grammar and sentence structure do confront the typist, but these factors are primarily the responsibility of the dictator and are accordingly omitted.

Though basic rules governing the typing of business letters are followed rather consistently by most business offices, it is well for the beginner to know that variations do occur, and that on the job, she will be expected to adapt herself to variations. To give the beginner an idea of what these differences are likely to be, a number of Denver's largest employers of clerical workers kindly supplied information concerning their letter-writing techniques. Their practices are incorporated in letter form (Denver Exhibits A through M) under Information Sheet H, Letter Styles.

Edna-Jean Hershey
Coordinator
Business Education

January, 1945

CONTENT ANALYSIS CHART AND INDIVIDUAL PROGRESS RECORD

TITLE OF UNIT: TOTAL HOURS: 45
MECHANICS OF BUSINESS LETTERS
TYPED TO GENERAL PUBLIC

CHART I
FIELD: OFFICE WORK UNIT NO. 30

OPERATIONS CHECKED AND
APPROVED BY:

DATE STARTED

NAME _____
ADDRESS _____

TIME IN
HOURS AND MINUTES

OPERATION NUMBERS: 0-1 0-2 0-3 0-4 0-5 0-6 0-7 0-8 0-9 0-10 0-11 0-12 0-13 0-14 0-15 0-16 0-17 0-18 0-19 0-20 0-21 0-22 0-23 0-24 0-25 0-26 0-27 0-28 0-29 0-30 0-31 0-32 0-33 0-34 0-35 0-36 0-37

OPERATIONS

FINDING WRITING POSITION ON ENVELOPE
TYPING THE ENVELOPE
GETTING READY TO TYPE LETTER
ESTIMATING NUMBER OF WORDS IN BODY OF LETTER
DECIDING LETTER PLACEMENT
PROOFREADING A LETTER
WRITING OPENING PARTS OF FULL BLOCK LETTER
WRITING CLOSING PARTS OF FULL BLOCK LETTER
WRITING BLOCK PARAGRAPHS
WRITING OPENING PARTS OF MODIFIED BLOCK LETTER
WRITING CLOSING PARTS OF MODIFIED BLOCK LETTER
WRITING INDENTED PARAGRAPHS
WRITING OPENING PARTS OF INDENTED LETTER
WRITING CLOSING PARTS OF INDENTED LETTER
HANDLING INDENTED PARAGRAPHS
FEEDING INDENTED MATTER
MATCHING TYPE FOR COLOR
GETTING READY TO FILL IN FORM LETTER
INSERTING LETTER IN ENVELOPE
FOLDING REGULAR LETTER IN ENVELOPE
FOLDING REGULAR LETTER FOR LARGE ENVELOPE
FOLDING THREE-QUARTER LETTER FOR SMALL ENVELOPE
FOLDING HALF-SHEET LETTER FOR SMALL ENVELOPE
FOLDING OFFICIAL LETTER FOR SMALL ENVELOPE
INSERTING REGULAR LETTER IN WINDOW ENVELOPE
FOLDING REGULAR LETTER IN WINDOW ENVELOPE

ESTIMATE FOR EXPERIENCED PERSON
(PERFORMANCE TIME)
ESTIMATE FOR AVERAGE STUDENT
(STUDY AND PERFORMANCE TIME)
TIME TAKEN BY THIS STUDENT

ACCURACY REQUIRED
ACCURACY ACHIEVED
INSTRUCTOR'S INITIALS

NO. TYPE JOBS

1 ADDRESS 20 LARGE ENVELOPES
2 ADDRESS 20 SMALL ENVELOPES
3 ADDRESS 20 EXECUTIVE ENVELOPES
4 TEST #1
5 TYPE 5 LETTERS - FULL BLOCK, OPEN
6 TYPE 5 LETTERS - FULL BLOCK, CLOSE
7 TYPE 5 LETTERS - FULL BLOCK, MIXED
8 TYPE 5 LETTERS - FULL BLOCK, MIXED
9 TEST #2
10 TYPE 5 LETTERS - MODIFIED, OPEN
11 TYPE 5 LETTERS - MODIFIED, OPEN
12 TYPE 5 LETTERS - MODIFIED, CLOSE
13 TYPE 5 LETTERS - MODIFIED, CLOSE
14 TYPE 5 LETTERS - MODIFIED, MIXED
15 TYPE A 2-PAGE LETTER - MODIFIED, MIXED
16 TEST #3
17 TYPE 5 LETTERS - INDENTED, OPEN
18 TYPE 10 LETTERS - INDENTED, CLOSE
19 TYPE 5 LETTERS - INDENTED, MIXED
20 TYPE A 2-PAGE LETTER - INDENTED, MIXED
21 TEST #4

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STUDENT'S RECORD

THIS IS NOT AN OFFICIAL CERTIFICATION OF THE STUDENT'S WORK

CONTENT ANALYSIS CHART AND INDIVIDUAL PROGRESS RECORD

OPERATIONS CHECKED AND
APPROVED #3

TITLE OF UNIT: TOTAL HOURS: 45

MECHANICS OF BUSINESS LETTERS
TYPED TO GENERAL PUBLIC

CHART II

FIELD: OFFICE WORK UNIT NO. 30

NAME

ADDRESS

DATE STARTED

OPERATIONS

NO.	TYPE JOBS	FIN	TYPE	GET	EST	DOCL	PROD	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL	REL
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STUDENT'S RECORD

THIS IS NOT AN OFFICIAL CERTIFICATION OF THE STUDENT'S WORK

JOB DIRECTION SHEET

TYPE JOB NO. 1

"Address 20 Large Envelopes"

Instructions:

Address large envelopes (official size, 9 1/2" x 4 1/4") for the twenty names given below. Use the style (block or indented) and the punctuation (open or close) called for. Use real envelopes or paper cut to the exact size.

Type these BLOCK STYLE, OPEN PUNCTUATION:

1. The All Silk Hosiery Company, 321 North Michigan Avenue, Chicago, Illinois.
2. Mr. A. S. Howland, 241 Norton Avenue, Los Angeles, California.
3. The Select Shoe Company, Lenox, Tennessee.
4. The Green Specialty Company, 710 Market Street, San Francisco, California.
5. Mrs. Kenneth Lambert, Durango, Colorado.

Type these INDENTED STYLE, CLOSE PUNCTUATION:

1. Mr. Benjamin A. Shannon, President, Lawrence Dodge & Company, 99 Broadway, New York, New York.
2. Stewart & Ross Company, 1397 Bar Avenue, Akron, Ohio.
3. Mr. Ray D. Smith, Manager, Brookside Drug Company, Brookside, Massachusetts.
4. Mr. Reginald Humphreys-Morrison, Secretary, Chamber of Commerce, Oakland, California.
5. Mr. H. B. Wilson, Secretary, Chamber of Commerce, Dallas, Texas.

Type these BLOCK STYLE, CLOSE PUNCTUATION:

1. Mr. Arthur V. Machinson, 241 Vine Street, Akron, Ohio. Personal.
2. Miss Audrey Ross, Director, University Extension Service, University College, Denver, Colorado. Air Mail.
3. Matthew Sadler Company, Sun Life Building, 748 Cedar Street, Hartford, Connecticut. Room 1310.
4. Mr. James Fey, General Manager, Murray Automobile Sales Company, Washington Boulevard at Grant Street, Detroit, Michigan. Via Dixie Flyer.
5. Brown Palace Hotel, Denver, Colorado. Attention of Manager.

Type these INDENTED STYLE, OPEN PUNCTUATION:

1. Mr. Charles P. Spencer, Secretary of Membership Committee, State Chamber of Commerce, Freeman Building, Chicago, Illinois.

JOB DIRECTION SHEET

TYPE JOB NO. 1 - continued:

2. Miss Martha Jean Fitzgerald, University Extension Secretary, University College, 1601 Glenarm Street, Denver 4, Colorado. Air Mail.
 3. Mr. A. J. Paulson, Purchasing Agent, Denver & Rio Grande Railroad, Railway Exchange Building, 891 - 17th Street, Denver 2, Colorado. Confidential.
 4. General George C. Marshall, Chief of Staff, United States Army, Pentagon Building, Washington, D. C. Special Delivery.
 5. Mr. John J. Cory, Assistant Superintendent of Schools, Denver Public Schools, 414 - 14th Street, Denver 2, Colorado. Administration Building.
-

TYPE JOB NO. 2

"Address 20 Small Envelopes"

Instructions:

Address small envelopes (commercial size, 6 1/2" x 3 5/8") for the twenty names given in Job No. 1 above. Use the style (block or indented) and the punctuation (open or close) called for. Use real envelopes or paper cut to the exact size.

TYPE JOB NO. 3

"Address 20 Executive Envelopes"

Instructions:

Address executive envelopes (7 1/2" x 3 7/8") for the twenty names given in Job No. 1 above. Use the style (block or indented) and the punctuation (open or close) called for. Use real envelopes or paper cut to the exact size.

TYPE JOB NO. 4

Test No. 1

See Instructor.

JOB DIRECTION SHEET

TYPE JOB NO. 5

"Type 5 Letters - Full Block, Open"

General Instructions:

- Use large letterhead of your choice.
- Make one carbon copy for each letter unless more than one called for.
- Use today's date.
- Use full block style, open punctuation. Single space paragraphs.
- Make a large envelope for each letter.

Specific Instructions:

LETTER 1:

Type letter to Mr. Alfred Kennedy (Stuart Typing, letter 3, page 78).
The dictator's initials are PRB.

LETTER 2: (two carbon copies)

Type letter to Mr. P. F. Reynolds (Stuart Typing, letter 3, page 101).
Note a copy is to be sent to Mr. Powell, who is Mr. A. W. Powell, Steamboat Springs, Colorado.
The dictator's initials are RPB.

LETTER 3:

Type letter to Mrs. Alma Gerlach (Stuart Typing, letter 3, page 106).
The dictator's initials are RPB.

LETTER 4:

Type letter to Mr. Charles P. Spencer (Stuart Typing, letter 8, page 110).
The dictator's name is R. P. Bradley. Work his name into the dictator-typist initials.

LETTER 5:

Type letter to Mrs. Caleb Wilson (Stuart Typing, letter 1, page 110).
The dictator's initials are FRB.

JOB DIRECTION SHEET

TYPE JOB NO. 6

"Type 5 Letters - Full Block, Close"

General Instructions:

Use the size letterhead called for, but choose your own.

Make one carbon copy of each letter.

Use today's date.

Use full block style, close punctuation.

Single space the paragraphs.

Make a small envelope for each half-sheet letter; a large envelope for each three-quarters letter.

Specific Instructions:

LETTER 1. (put on half-sheet paper)

Type letter to the Sunset Hardware Company (Stuart Typing, letter 1, page 78).

Your dictator's initials are ALJ.

LETTER 2: (put on half-sheet paper)

Type letter to the Safety Tire Company (Stuart Typing, letter 5, page 78).

LETTER 3: (put on half-sheet paper)

Type letter to Mr. Malcolm M. MacDonald (Stuart Typing, letter 3, page 82).

Your dictator's initials are ALJ.

LETTER 4: (put on three-quarters paper; cut 3 3/4" off a whole sheet to make the size)

Type letter to Mr. R. W. Radston (Stuart Typing, letter 3, page 85).

The dictator's initials are ALJ.

LETTER 5: (put on three-quarters paper; cut 3 3/4" off a whole sheet to make the size)

Type letter to Miss Aileen Permigotti (Stuart Typing, letter 6, page 78).

The dictator's initials are ALJ.

JOB DIRECTION SHEET

TYPE JOB NO. 7

"Type 5 Letters - Full Block, Mixed"

General Instructions:

- Choose your letterhead, but use the size called for.
- Make one carbon copy of each letter.
- Use today's date.
- Use full block style, mixed punctuation.
- Single space the paragraphs.
- Make a large envelope for the three-quarter sheets; make a small envelope for the half-sheet and whole sheet letters.

Specific Instructions:

LETTER 1: (put on regular long paper)

Type letter to the New York Telephone Company (Stuart Typing, letter 1, page 91).

LETTER 2: (put on regular long paper)

Type letter to Mr. A. H. Ipsen (Stuart Typing, letter 1, page 115).
The dictator's initials are DPC.
Note there is an enclosure.

LETTER 3: (put on three-quarters paper; cut 3 3/4" off a whole sheet to make the size)

Type letter to Matthew Sadler Company (Stuart Typing, letter 6, page 90).

LETTER 4: (put on half-sheet paper)

Type letter to Snape & McCloud Company (Stuart Typing, letter 2, page 90).
Your dictator's initials are LOC.

LETTER 5: (put on regular long paper)

Type letter to the Blue Mountain Lodge (Stuart Typing, letter 1, page 220).
Your dictator is Mr. John L. Evans; incorporate his name as part of the dictator-typist notation.

JOB DIRECTION SHEET

TYPE JOB NO. 8

"Type 5 Letters - Full Block, Mixed"

General Instructions:

- Choose your letterhead, but use the size called for.
- Make one carbon copy of each letter.
- Use today's date.
- Use full block style, mixed punctuation.
- Single space the paragraphs.
- Make a large envelope for the three-quarter sheets; make a small envelope for the half-sheet and whole sheet letters.

Specific Instructions:

LETTER 1: (put on half-sheet paper)

Type letter to Mr. James W. Whitcomb (Stuart Typing, letter 5, page 101).
Your dictator's initials are AHB.

LETTER 2: (put on three-quarters paper; cut 3 3/4" off a whole sheet to make the size).

Type letter to the Nelson Cutlery Company (Stuart Typing, letter 3, page 114).
Your dictator's initials are LNM.
Note there is a postscript.

LETTER 3: (put on regular long paper)

Type letter to the Mississippi Valley Co. (Stuart Typing, letter 2, page 110).
Your dictator's initials are LNM.

LETTER 4: (put on regular long paper)

Type letter to Mr. L. H. Lloyd (Stuart Typing, letter 2, page 181).
The dictator is Mr. Samuel J. Stone.

LETTER 5: (put on half-sheet paper)

Type letter to the Harvey Meads Company (Stuart Typing, letter 2, page 91).

TYPE JOB NO. 9

Test No. 2

See Instructor.

JOB DIRECTION SHEET

TYPE JOB NO. 10

"Type 5 Letters - Modified, Open"

General Instructions:

Choose your letterhead, but use the size called for.

Make one carbon copy of each letter.

Use today's date.

Use modified block style, open punctuation.

Single space the paragraphs.

Make a large envelope for the whole sheets and three-quarters sheets; make a small envelope for the half-sheet letters.

Specific Instructions:

LETTER 1: (put on half-sheet paper)

Type letter to Miss Alice E. Westphal (Stuart Typing, letter 3, page 90).

The dictator's initials are IOW.

LETTER 2: (put on regular long paper)

Type letter to Mr. H. R. Wood (Stuart Typing, letter 3, page 91).

The dictator is J. B. Snow. Work his name into the dictator-typist notation.

LETTER 3: (put on three-quarters paper; cut 3 3/4" off a whole sheet to make the size)

Type letter to Stephens Book Company (Stuart Typing, letter 6, page 101).

LETTER 4: (put on regular long paper)

Type letter to Mrs. A. O. Clark (Stuart Typing, letter 1, page 102).

The dictator is J. D. Butler.

LETTER 5: (put on regular long paper)

Type letter to Rose Corrugated Culvert Co. (Stuart Typing, letter 3, page 110).

The dictator is J. D. Butler.

JOB DIRECTION SHEET

TYPE JOB NO. 11

"Type 5 Letters - Modified, Open"

General Instructions:

- Choose your letterhead, but use the size called for.
- Make one carbon copy for each letter.
- Use today's date.
- Use modified block style, open punctuation.
- Single space the paragraphs.
- Find the words which are misspelled or which are preferably spelled another way in the letters and correct them. There are ten such words altogether.
- Make a large envelope for each letter.

Specific Instructions:

LETTER 1: (put on three-quarters paper; cut 3 3/4" off a whole sheet to make the size)

Address the letter to Miss Rosella Chase, Shoe Department, Colorado Dry Goods Company, 1715 California Street, Denver 2, Colorado.

The salutation is Dear Miss Chase.

Body of the letter: ("/" indicates end of paragraph)

There was altogether too much confusion in the Shoe Department yesterday./ This seems to have been due to the fact that new helpers either had not been thoroly instructed as to what their duties were, or that they were not given definite places to stand or sit when not busy./ Please see that everyone in your department knows what to do and where to get help if he is in doubt as to the correct procedure./
Very truly yours, R. J. Ralston, General Manager.

LETTER 2: (put on three-quarters paper; cut 3 3/4" off a whole sheet to make the size)

Address the letter to Mr. Archer Alden, Sales Manager, Rockland Iron Works, Inc., Spokane, Washington.

The salutation is Dear Archer.

Subject line and body of the letter: ("/" indicates end of paragraph)

Re: Advertising Data./ Mr. Stone is coming in Wednesday to discuss an advertising program for next year./ Will you please assemble all that data we have on our advertising for the past year? If you will bring it to my office Tuesday morning, we can prepare some tables to show why we feel that it is imperative to make certain radical changes./ Try to plan your work so that you will be on call Wednesday forenoon./
Very truly yours, ILLINOIS CENTRAL SYSTEM, James E. Hall, President.

JOB DIRECTION SHEET

TYPE JOB NO. 11 - continued:

LETTER 3: (put on regular long paper)

Address the letter to Dr. E. M. Strawn, 87 Main Street, Clinton, Iowa.

The salutation is My dear Dr. Strawn.

Body of the letter: ("/" indicates end of paragraph)

Now you can live in sight of the great Hudson River. The completion of the new Riverside Drive makes it possible to reach the business district in thirty minutes./ If you like living in an apartment, we would like to show you the apartments at 600 Riverside Drive. These apartments have spacious rooms, excellent cross-ventillation, many extra-large closets, and some have a fine river view. The rentals are moderate in price. If you are considering building a home, we have some very desirable large lots at reasonable prices./ We can show you the apartments and the lots on the same day if you desire to make an appointment./ Very truly yours, THE BURFORD CORPORATION, Miles Brighton, Agent.

LETTER 4: (put on regular long paper)

Address the letter to Miss Bertha Hall, Care of Mr. A. A. Hall, 411 East Fourth Street, Lenox, Michigan.

The salutation is Dear Miss Hall.

Body of the letter: ("/" indicates end of paragraph)

Our editorial department would like to ask a favor of you./ You have already recieved an announcement of the starting of a new independent business magazine for women. Before closing its editorial forms we would like to know along what lines such a paper should be run to interest the executives of a business such as yours./ We have taken the liberty of sending you a questionnaire with a stamped envelope and ask if you will give us the benefit of your suggestions. In return for this favor, which we shall deeply appreciate, we shall be glad to send you THE BUSINESS WOMAN'S JOURNAL for the coming year with our complements./ Very truly yours, Jane R. Johnston, Editor.

LETTER 5: (put on half-sheet paper; address a small envelope)

Address the letter to Miss Alma Yost, Dean of Women, Upland University, Galesburg, Georgia.

The salutation is Dear Miss Yost.

Body of letter: ("/" indicates end of paragraph)

I am glad to recommend Katherine Talbot as an applicant for admission to Upland University./ In addition to being an excellent, all round student, she has good judgement, poise, and initiative. She is a scholar of the highest type, and possesses the qualifications necessary to make a leader and organizer./ Very truly yours, John Q. Eaton, President.

JOB DIRECTION SHEET

TYPE JOB NO. 12

"Type 5 Letters - Modified, Close"

General Instructions:

- Use regular size letterheads.
- Make one carbon copy for each letter unless otherwise instructed.
- Use today's date.
- Use modified block style, close punctuation.
- Single space the paragraphs.
- Supply the correct capitalization in all letters.
- Make a small envelope for each letter.

Specific Instructions:

LETTER 1: ("/" indicates end of paragraph)

Read the letter over and decide how many carbon copies you need before you assemble your stationery.

miss florence newhaus, 801 albany street, boston, massachusetts.
dear miss newhaus:/ we enclose our cashier's check for the sum of \$100.35, payable to your order. this is the interest due july 1, 1945, on the wells irrigation district bonds of wells, oregon./ please acknowledge receipt for the above check on the carbon copy enclosed herewith./ yours very truly,
herbert mayes, assistant trust officer.

LETTER 2: ("/" indicates end of paragraph)

mr. s. b. engle, president, eastern shipping board, new york, new york./ my dear mr. engle:/ we wish to call your attention to the work of captain nathan daniels of the united coast guard, summerville station (lake ontario)./ on wednesday night, he and eight coast guardsmen, bucking a strong wind and driving snowstorm in an open-power surf boat, rescued captain jack long and his wife from the barge, gloria, which had gone aground west of nine mile point./ respectfully yours, jonathan west, building superintendent.

LETTER 3: ("/" indicates end of paragraph)

mr. george e. chiarva, 2431 webster street, san francisco, california. my dear sir:/ we take pleasure in advising you that you have been elected a member of the society of advertisers./ the enclosed bill covers your dues to october 1, 1945. we trust your affiliation with this society will prove beneficial to our mutual interests./ when you are in sacramento, call at the office and get acquainted./ very sincerely yours,
society of advertisers, e. warren adams, secretary.

JOB DIRECTION SHEET

TYPE JOB NO. 12 - continued:

LETTER 4: ("/" indicates end of paragraph)

The dictator's initials are ABW.

mr. frank e. miller, merced, california. dear mr. miller:/
an interesting interview with a famous african explorer will
be published as a serial in the "tribune." the stories related
by this celebrated authority will certainly interest every
american citizen./ if you will send 50 cents with the inclosed
subscription ticket, the first copy will be sent to you im-
mediately. sincerely yours,

LETTER 5: ("/" indicates end of paragraph)

The dictator's name is Arthur Weston.

mr. john a. shannon, akron, colorado. dear sir; your remit-
tance of the semi-annual premium of \$19.37 under policy
no. 11041-A which was due january 1, 1945, has not yet been
received./ we shall be glad to send our representative,
mr. jack layton, to collect the premium if you will be so good
as to advise us when would be the most convenient time for him
to call./ yours truly, manager.

TYPE JOB NO. 13

"Type 5 Letters - Modified, Close"

General Instructions:

- Use the size letterheads called for.
- Make one carbon copy for each letter.
- Use today's date.
- Use modified block style, close punctuation.
- Indent the paragraphs 5 spaces each; single space paragraphs.
- Supply the correct punctuation in all letters.
- Make a small envelope for each letter.

- continued on next page -

JOB DIRECTION SHEET

TYPE JOB NO. 13 - continued:

Specific Instructions:

LETTER 1: ("/" indicates end of paragraph)

Use regular size sheet.

The letter goes to Mr. James Dowe, 245 Allston Way, Berkeley, California. The salutation is Dear Mr. Dowe:
The dictator's initials are RNJ.

May we give you an estimate on the alterations you expect to make in the building at the corner of Benevise and Ashby/ We understand that you are remodeling this building for the Pacific Bus Lines a coast-to-coast company We have just completed a new Stage Depot in San Jose which is a model depot For more than twenty-five years our firm's name has been a synonym for superior quality and reasonable prices/ The sooner we receive your lists the earlier we can get out our figures on this job Why not mail them to us today/
Very truly yours

LETTER 2: ("/" indicates end of paragraph)

Use half-sheet letterhead, 5 1/2" x 8 1/2".

The letter is addressed to Otis and Sherbeck Company, 1109 University Avenue, Dallas, Texas.
The dictator's name is Paul R. Stephenson.

Gentlemen After lengthy negotiations permission has been granted United Airways to inaugurate a fast air express between Denver Colorado and Los Angeles California Stops will be made at Ogden Utah and Pocatello Idaho/ A trained navigator has been asked to charter the lane and all preparatory operations are being speeded / The first trip is planned for March 1 1945 If the line should be operating by the date expected we plan to deliver your special merchandise orders by this air express / Very truly yours

LETTER 3: ("/" indicates end of paragraph)

Use half-sheet letterhead, 8 1/2" x 5 1/2".

The letter is addressed to Southern Pacific Company, Reno, Nevada. The salutation is Gentlemen:
The dictator's initials are PRS.

The freight agent at the town of Afghan James Benson is having trouble with foreign freight This trouble is affecting our branch at Denver Colorado also the one at Phoenix Arizona/ May we ask that you look into this situation and inform us of your findings Yours truly QUINCY REALTY AND INSURANCE COMPANY
Shipping Department

JOB DIRECTION SHEET

TYPE JOB NO. 13 - continued:

LETTER 4: ("/" indicates end of paragraph)

Use half-sheet letterhead, 5 1/2" x 8 1/2".

The letter is addressed to The Lenox Employment Agency, Merced, California. Attention of Mr. Gregory.

The salutation is Gentlemen:

The dictator's initials are PRS.

We are in great need of more help in this branch store Can you send us a part time clerk / Our busiest period is between three and five o'clock when direct orders are received discounts recorded and credit extended In addition we attend to the delivery of all articles purchased earlier in the day / Very truly yours
Manager

LETTER 5: ("/" indicates end of paragraph)

Use half-sheet letterhead, 8 1/2" x 5 1/2".

The letter goes to Mr. James Barbour, 135 Maple Street, Oklahoma City, Oklahoma.

The salutation is My dear Mr. Barbour:

The dictator's name is William A. Black.

Transcontinental transportation by tri-motor planes is the trend of travel at present / Transient travelers try planes for thrills regular travelers take planes for speed Travel by this method has tripled and greater planes are being constructed for transcontinental transportation / Sincerely yours

TYPE JOB NO. 14

"Type 5 Letters - Modified, Mixed"

General Instructions:

Use large letterheads of your choice.

Make one carbon copy for each letter.

Use today's date.

Use modified block style, mixed punctuation.

Indent all paragraphs 10 spaces each; single space paragraphs.

Supply the correct capitalization and punctuation in all letters.

Make a large envelope for each letter.

Specific Instructions:

LETTER 1:

Type letter to Mr. Albert Legman (Stuart Typing, letter 2, page 119).

The dictator's initials are MLJ.

- continued on next page -

JOB DIRECTION SHEET

TYPE JOB NO. 14 - continued:

LETTER 2:

Type letter to Mr. W. S. Saunders (Stuart Typing, letter 2, page 242).

LETTER 3: ("/" indicates end of paragraph)

Type letter to Mr. William Snead (Stuart Typing, letter 1, page 314).

The dictator is Mr. James Reid.

LETTER 4: ("/" indicates end of paragraph)

The letter goes to Mr. B. M. Jepsen, Chairman, Western Engineering Association, Post Office Box 142, Lincoln, Nebraska. The salutation is Dear Mr. Jepsen: The dictator's initials are BJB.

at the lincoln meeting of the engineering section last month it was suggested that i communicate with dr. l. h. hayne of central university regarding the engineering section program for the kansas city convention / i have written dr. hayne and have learned he is leaving for the east the first part of march and will not be back until about april first at which time he will give me a definite answer as to whether or not he can address the kansas city convention i rather suspect he can / i have also communicated with our general office and learned that mr. c. a. pohlman of our central station engineering department expects to attend the convention and could present a short paper on the subject of "low voltage network and network protectors" this subject is one of growing interest and one in which i know many of our western engineers are vitally concerned / at the lincoln meeting i also suggested it might be possible to arrange a demonstration of selsyn indicators i find this can be done providing it is agreeable to the committee / will you please let me know if the topics suggested meet with your approval so that i can plan accordingly i might add that if a selsyn indicator demonstration is made at the convention it will involve considerable time and expense i shall therefore appreciate hearing from you at an early date / very truly yours manager central department

LETTER 5:

Type letter to Mr. Walter Hadley (Stuart Typing, letter 2, page 269).

The dictator's initials are BJB.

JOB DIRECTION SHEET

TYPE JOB NO. 15

"Type a 2-Page Letter - Modified, Mixed"

Instructions:

- Use full sized letterhead of your choice.
- Make one carbon copy.
- Use today's date.
- Use modified style, mixed punctuation.
- Indent the paragraphs 5 spaces; single space paragraphs.
- Use the back of the first carbon copy for the second carbon copy sheet. Handle the sheet book fashion.
- Make a large envelope.

Type letter to Mr. George T. Hand (Stuart Typing, letter 1, page 167).

TYPE JOB NO. 16

Test No. 3

See Instructor.

TYPE JOB NO. 17

"Type 5 Letters - Indented, Open"

General Instructions:

- Use full sized letterhead of your choice.
- Make one carbon copy of each letter.
- Use today's date
- Use indented style, open punctuation.
- Indent paragraphs 10 spaces each; single space paragraphs.
- Make a large envelope for each letter.

Specific Instructions:

LETTER 1:

Type letter to Cottle & Currie (Stuart Typing, letter 1, page 83).
The manager's initials are MCT.

LETTER 2:

Type letter to Mr. H. D. Langdon (Stuart Typing, letter 1, page 85).
The dictator's initials are RLM.

JOB DIRECTION SHEET

TYPE JOB NO. 17 - continued:

LETTER 3:

Type letter to Mr. Russell Warren (Stuart Typing, letter 2, page 85).

LETTER 4:

Type letter to Mr. Kenneth Lambert (Stuart Typing, letter 1, page 90).

The dictator's initials are MLR.

LETTER 5:

Type letter to Mr. Fred Colton (Stuart Typing, letter 5, page 90).

The dictator's initials are MLR.

TYPE JOB NO. 18

"Type 10 Letters - Indented, Close"

General Instructions:

Use full size letterhead of your choice.

Make one carbon copy of each letter.

Use today's date.

Use indented style, close punctuation.

DOUBLE SPACE all letters; indent paragraphs 5 spaces each.

Make a large envelope for each letter.

Specific Instructions:

LETTER 1:

Type letter to Mrs. Milo Shutes (Stuart Typing, letter 2, page 78).

The initials of the adjustment clerk are DLP.

LETTER 2:

Type letter to Clay & Ross Company (Stuart Typing, letter 4, page 78).

The dictator's initials are RLS.

LETTER 3:

Type letter to Mrs. Ella Markett (Stuart Typing, letter 1, page 136).

The initials are AEH.

JOB DIRECTION SHEET

TYPE JOB NO. 18 - continued:

LETTER 4:

Type letter to Superior Insurance Company (Stuart Typing, letter 2, page 136).
The dictator's initials are SLR.

LETTER 5:

Type letter to Mr. Kenneth R. Wiley (Stuart Typing, letter 3, page 136).
The initials of the secretary are SLR.

LETTER 6:

Type letter to Mrs. S. A. Serpa (Stuart Typing, letter 1, page 79).

LETTER 7:

Type letter to Mr. Alfred Jensen (Stuart Typing, letter 1, page 82).
The dictator's initials are HAE.

LETTER 8:

Type letter to Mrs. James Craddock (Stuart Typing, letter 4, page 82).
The dictator's initials are HAE.

LETTER 9:

Type letter to Mr. Albert Sorenson (Stuart Typing, letter 5, page 82).
The secretary's initials are HAE.

LETTER 10:

Type letter to Mr. J. Warren Vandegaw (Stuart Typing, letter 6, page 82).
The dictator's initials are HAE.

JOB DIRECTION SHEET

TYPE JOB NO. 19

"Type 5 Letters - Indented, Mixed"

General Instructions:

- Use full size letterhead of your choice.
- Make one carbon copy of each letter.
- Use today's date.
- Use indented style, mixed punctuation.
- Single space the letters; indent paragraphs 5 spaces.
- Watch ALL FIGURES AND NUMBERS. Some are correct; others are wrong. Some are in the address; others in the letter itself.
- Make a small envelope for each letter.

Specific Instructions:

LETTER 1: ("/" indicates end of paragraph)

Address the letter to Mr. Ronald Foote, President, Topeka Savings & Trust Company, Topeka, Kansas.

The salutation is Dear Sir:

Be your own dictator and use your own initials.

Three years' experience in the Savings Department of the Citizens Bank in Kansas City, Kansas, qualifies me to understand exactly what is required in the position which is open in your bank. / I am 25 years old, a college graduate, and in excellent health. I desire to make a change in positions so that I may be nearer to my parents who are now in Topeka. My present employers know that I wish to make this change. / I am in Topeka now at 1121 - 5th Avenue, and shall be glad to present my references in an interview at any time you may suggest. My telephone number is Main 6705. Very respectfully yours,

LETTER 2: ("/" indicates end of paragraph)

Address the letter to Mrs. Mary Rutherford, 211 West 125 Street, Indianapolis, Indiana.

The salutation is Dear Mrs. Rutherford.

The dictator is Mr. James Deems, President.

The time is approaching for our Annual Pre-Inventory Sale of Home Furnishings which opens on Thursday, January 2nd. / We shall follow our custom of the past and hold a Customer Preview of this store-wide sale so that good customers like yourself may have 1st choice of the many substantial price reductions offered. / We are happy to offer you the privileges of this sale as an expression of appreciation for your patronage in the past. Sincerely yours, President.

JOB DIRECTION SHEET

TYPE JOB NO. 19 - continued:

LETTER 3: ("/" indicates end of paragraph)

Address the letter to Miss Mary Dunthorne, President, Greenriver College, Greenriver, Colorado.

The salutation is Dear Miss Dunthorne:

The dictator is Gladys Evans.

We are glad to learn that our daughter's credentials are satisfactory. / Ann is happy because you have assigned her and Senator Wilson's daughter the two-room suite on the second floor. / We will arrive in Greenriver at 3:00 o'clock next Tuesday, August 28th. I shall call at your office for a conference at 4:00 o'clock as you suggest. Sincerely yours,

LETTER 4: ("/" indicates end of paragraph)

Address the letter to Dr. Herbert Cooper, Superintendent of Schools, Osceola, Missouri.

The salutation is Dear Dr. Cooper: _

Note there is an enclosure.

A floor plan for each of our Apartment Resident Halls, which accommodate approximately 1,000 persons, is enclosed. / In Wallace and Burbank Halls, the apartments are completely furnished. The apartments in Upland, however, contain no furniture. All are three-room apartments. The apartments in Wallace rent for \$150.00 a month; in Burbank, for \$95.00 a month; and in Upland, for \$50.00 a month. / We shall be glad to reserve any apartment for you. Registration begins on June 28 and you may occupy the apartment starting the 10 of July. Yours truly, Joseph A. Hunt, Business Manager.

LETTER 5: ("/" indicates end of paragraph)

Address the letter to Mr. C. O. Ford, 241 8th Avenue, Salt Lake City, Utah.

The salutation is Dear Mr. Ford:

The dictator is Mr. John Bensen.

Note an enclosure notice.

The person who reported a shortage of water in this section has either been misinformed or has deliberately misrepresented the situation. / The water supply for this city and the eight others which surround it comes from the Sierra Nevada Mountains 158 miles south of here. The supply is so great that no new development will be required for a period of 25 or 30 years. This mountain river water is one of the softest in the United States. / An analysis of the water and a report on the rates at which it is delivered are shown on the enclosed sheet. Very respectfully yours,

JOB DIRECTION SHEET

TYPE JOB NO. 20

"Type a 2-Page Letter - Indented, Mixed"

Instructions:

- Use full size letterhead of your choice.
- Make one carbon copy.
- Use today's date.
- Use modified style, mixed punctuation.
- Single space the paragraphs; indent paragraphs 10 spaces.
- Use the back of the first carbon copy for the second carbon copy sheet. Handle the sheet tumble fashion (end for end).
- The dictator's full name is Mr. Nelson R. Adams. Work his name in as part of the dictator-typist notation.
- Make a large envelope.

Type the letter to Mr. Willis R. Kellogg (Stuart Typing, letter 1, page 252).

TYPE JOB NO. 21

Test No. 4

See Instructor.

TYPE JOB NO. 22

"Type 3 Letters - Inverted Paragraphs, Mixed"

General Instructions:

- Use full size letterhead of your choice.
- Make one carbon copy of each letter.
- Use today's date.
- Use full block style with mixed punctuation in the opening and closing parts.
- Use inverted paragraphs with the second and subsequent lines indented 5 spaces; single space the paragraphs.
- Make a small envelope for each letter.

Specific Instructions:

LETTER 1:

Re-type the letter to Dr. Alexander C. Maxwell (Stuart Typing, letter 1, page 192), using inverted paragraphs.

- continued on next page -

JOB DIRECTION SHEET

TYPE JOB NO. 22 - continued:

LETTER 2:

Type letter to Mr. Thomas A. Bradshaw (Stuart Typing, letter 1, page 215), using inverted paragraphs.
The county agent is Mr. William A. Powers.

LETTER 3:

Re-type the inter-office memorandum into a letter to Mr. R. L. Nelson, 1125 - 125th Street, New York, New York. This appears in Stuart Typing, letter 1, page 223.
Use inverted paragraphs.
The salutation is Dear Mr. Nelson:
The complimentary close is Very truly yours.

TYPE JOB NO. 23

"Type 3 Letters - Inverted Paragraphs, Open".

General Instructions:

- Use full size letterhead of your choice.
- Make one carbon copy of each letter.
- Use today's date.
- Use modified block style with open punctuation in the opening and closing parts.
- Use inverted paragraphs with the second and subsequent lines indented 10 spaces; single space the paragraphs.
- Make a large envelope for each letter.

Specific Instructions:

LETTER 1:

Type letter to Mrs. Katherine Orton (Stuart Typing, letter 1, page 288), using inverted paragraphs.

LETTER 2:

Type letter to Mr. Dan McCollum (Stuart Typing, letter 1, page 311), using inverted paragraphs.

LETTER 3:

Type letter to Miss Virginia Meades (Stuart Typing, letter 2, page 315), using inverted paragraphs.
The initials of the assistant credit manager are RJW.

JOB DIRECTION SHEET

TYPE JOB NO. 24

Test No. 5

See Instructor.

TYPE JOB NO. 25

"Type 6 Letters - Official, Mixed"

General Instructions:

Choose your own letterhead and make official size stationery out of it by cutting 5/8" off BOTH sides of a full size sheet, and cutting 1/2" off the BOTTOM of the sheet.

Make one carbon copy of each letter.

Use today's date.

Use mixed punctuation in the opening and closing parts.

Use block paragraphs; single space paragraphs.

Make an official size envelope for each letter.

Specific Instructions:

LETTER 1:

Type official letter to Mr. Dan Nelson (Stuart Typing, letter 3, page 193).

The initials of the sales manager are STT.

LETTER 2:

Type official letter to Miss Mildred Farmer (Stuart Typing, letter 1, page 193).

The proprietor is Francois Renaud.

LETTER 3:

Type official letter to Dr. Herbert Cooper (Stuart Typing, letter 4, page 196).

Note there is an enclosure.

LETTER 4:

Type official letter to Mrs. George Cochran (Stuart Typing, letter 4, page 215).

The passenger agent is Mr. Jack Leighton.

LETTER 5:

Type official letter to Mrs. Katherine Orton (Stuart Typing, letter 1, page 288).

JOB DIRECTION SHEET

TYPE JOB NO. 25 - continued:

LETTER 6:

Type official letter to Miss Laura Maxwell (Stuart Typing, letter 2, page 301).

TYPE JOB NO. 26

"Type 7 Letters - Official, Close"

General Instructions:

Choose your letterhead and make official size stationery out of it by cutting 5/8" off BOTH sides of a full size sheet, and cutting 1/2" off the BOTTOM of the sheet.

Make one carbon copy of each letter.

Use today's date.

Use close punctuation in the opening and closing parts.

Note the persons addressed are dignitaries; address them correctly.

Indent 10 spaces for paragraphs; single space paragraphs.

Make an official size envelope for each letter.

Specific Instructions:

LETTER 1:

Type official letter to the Honorable Edwin A. Lederer (Stuart Typing, letter 4, page 151).

LETTER 2:

Type official letter to Mary Dunthorne (Stuart Typing, letter 1, page 162). Note she is a college president.
The dictator is J. Cecil Adams.

LETTER 3:

Type official letter to The Reverend Ford Booth (Stuart Typing, letter 2, page 162). He is a Protestant minister.
The dictator's initials are MSD.

LETTER 4:

Type official letter to George W. Padden, Camp Saratoga, Saratoga, California (Stuart Typing, letter 1, page 269).
He is now Lieutenant Colonel Padden.
The dictator is WMH.

- continued on next page -

JOB DIRECTION SHEET

TYPE JOB NO. 26 - continued:

LETTER 5:

Type official letter to Mrs. Frank E. Stuart, Sacramento, California (Stuart Typing, letter 2, page 220). He is the governor of the State of California. The dictator is Robert Yost.

LETTER 6:

Type official letter to Mayor Robert Hadley (Stuart Typing, letter 3, page 228). The letter is dictated by Mrs. Alice Barringer.

LETTER 7:

Type official letter to First Lieutenant John Reardon (Stuart Typing, letter 3, page 288) instead of to Miss Mildred Perry. His address is General Headquarters, Lowry Field, Colorado.

TYPE JOB NO. 27

Test No. 6

See Instructor.

TYPE JOB NO. 28

"Type 4 Letters - Full Block, Open"

General Instructions:

- Use full size stationery of your choice.
- Make one carbon copy of each letter.
- Use today's date.
- Use open punctuation in the opening and closing parts.
- Use block paragraphs; single space paragraphs.
- Note each letter has indented matter. Indent it five or ten spaces, whichever you think is preferable in each case.
- Make a large envelope for each letter.

Specific Instructions:

LETTER 1:

Type letter to Miss Alice Snow (Stuart Typing, letter 4, page 114).

- continued on the next page -

JOB DIRECTION SHEET

TYPE JOB NO. 28 - continued:

LETTER 2:

Type letter to J. W. Dalton (Stuart Typing, letter 4, page 181).
The name of the traffic manager is W. R. Gillespie.

LETTER 3:

Type letter to Mrs. Thelma Singer (Stuart Typing, letter 2, page 201).
The manager's initials are MBB.

LETTER 4:

Type letter to Shoecraft, Incorporated (Stuart Typing, letter 5, page 201).

TYPE JOB NO. 29

"Type 4 Letters - Modified, Mixed"

General Instructions:

- Use full size stationery of your choice.
- Make a carbon copy of each letter.
- Use today's date.
- Use mixed punctuation in the opening and closing parts.
- Use block paragraphs; single space paragraphs.
- Note each letter has indented matter. Indent it five or ten spaces, whichever you think is preferable in each case.
- Make a small envelope for each letter.

Specific Instructions:

LETTER 1:

Type letter to Mr. Hulbert Haslet (Stuart Typing, letter 2, page 124).

LETTER 2:

Type letter to Mrs. W. L. Lind (Stuart Typing, letter 1, page 119).
The dictator is Herbert B. Cline.

LETTER 3:

Type letter to Hall Shoe Manufacturing Co. (Stuart Typing, letter 2, page 114).

- continued on the next page -

JOB DIRECTION SHEET

TYPE JOB NO. 29 - continued:

LETTER 4:

Type letter to Mr. A. S. Snedigar (Stuart Typing, letter 5, page 196).

TYPE JOB NO. 30

"Type a Letter - Modified, Mixed"

Instructions:

Use letterhead of your choice.

Make one carbon copy.

Use today's date.

Use mixed punctuation in the opening and closing parts.

Indent the paragraphs 5 spaces; single space them.

The letter has indented matter. "/" indicates end of paragraphs.

The letter contains ABBREVIATIONS. Some are correct; others

are wrong. It is your job to correct the wrong ones.

Make a large envelope for the letter.

Mr. Henry A. Bradley, c/o Mr. Wm. T. Bradley, 325 N. W. 125th Street, Pocatello, Ida. Dear Mr. Bradley:

Re: File No. 623 / We telephoned to Col. Huntington in Saint Louis with regard to the mortgage he holds on your house and explained the matter to him fully. / This is what he said to tell you: / "I am disappointed to learn that you do not have the funds with which to make the final payment as originally agreed upon in your contract. However, since you expect to arrange a F. H. A. loan within a few days, I will agree to extending the time one week before starting foreclosure proceedings." / In order to get the matter settled promptly, we shall appreciate your calling at our office at 9:30 a.m. on Tuesday, the 12th of June. If this is not convenient, please telephone us upon receipt of this letter. Our telephone No. is MAIN 6723. / Very truly yours, Howard B. Clayton, Manager.

TYPE JOB NO. 31

"Type 5 Letters - Indented, Close"

General Instructions:

Use letterhead of your choice.

Make one carbon copy.

Use today's date.

- continued on next page -

JOB DIRECTION SHEET

TYPE JOB NO. 31 - continued:

General Instructions - continued:

Use close punctuation in the opening and closing parts.
Indent the paragraphs 10 spaces; single space them.
The letters each have indented matter.
Supply the correct capitalization and missing punctuation.
Make a large envelope for each letter.

Specific Instructions:

LETTER 1: ("/" indicates end of paragraph)

Mr. Judson Barlow, 1915 Stout Street, Denver 2, Colorado.
Dear Mr. Barlow:

it has been said that with the exception of the heart the muscles of the eyes are the hardest working muscles in the entire body eyes never stop working except when they are closed / it will pay you to take care of your eyes and here are three ways you can do it (1) do all reading studying sewing or game-playing close to a good light source preferably a modern reading lamp (2) have your eyes examined regularly if eyes are defective vision can be greatly helped with proper glasses (3) avoid glare from bare bulbs do not sit facing the light for glare strains eyes / remember the slogan--better light for better sight take care of your eyes Very truly yours, CONSUMERS LIGHT COMPANY, Charles Leslie, Manager.

LETTER 2: ("/" indicates end of paragraph)

Use your own name and address in the correct place after the complimentary close.

Dalton Paper Company, Symes Building, Denver 2, Colorado.
Gentlemen:

please consider me as an applicant for the position which you advertised in todays denver post / i have worked for the following two persons who can tell you about my work and ability: mr h a wilks attorney mr wilks telephone number is columbia 6087/ mr harry williams auditor for the state highway department mr williams office is in the city hall / you may also contact miss willa reynolds the instructor in office practice at the jefferson high school who can tell you about the kind of commercial work i did in school / may i call at your office for a personal interview my telephone is claremont 9880
Respectfully yours,

JOB DIRECTION SHEET

TYPE JOB NO. 31 - continued:

LETTER 3: ("/" indicates end of paragraph)

The dictator is Marion S. Brierley.

Mrs. Esther Smallwood, 2521 Webster Street, San Francisco, California. Dear Mrs. Smallwood:

I understand that you will be in new york city next summer to attend columbia university I will be away from the city during that time and wonder whether or not you might like to occupy my apartment while I am gone / the following factors concerning the apartment will be of interest to you: the large living room has a picture window which overlooks the hudson river / the bathroom has a shower and is connected with the bedroom / the attractive kitchen is fully equipped / I would be willing to rent the apartment furnished for \$100 a month / let me know at once if you are interested/ Respectfully yours,

LETTER 4: ("/" indicates end of paragraph)

The dictator is S. M. Powers.

Mr. W. J. Jones, San Mateo, California. Dear Sir:

subject watersheds proposed for city development / the principal watershed proposed for development by the city of oakdale is located on the headwaters of the south fork of the north osage river directly north of the middle osage watershed / the districts project report no 42 submitted in august 1944 estimated the probable run-off as follows: mill creek watershed average 131031 acre feet deer creek watershed average 89500 acre feet bow river watershed average 30270 acre feet./ the actual measurement of stream flow so obtained amply support the basic estimates of run-off as above summarized/ Yours truly,

LETTER 5: ("/" indicates end of paragraph)

There is an error in the addressee's title. Find and correct it.

Dr. W. H. Burch, M. D., 251 Broadway, West Bend, Oregon.
Dear Dr. Burch:

we thank you very much indeed for your letter of may 12 and the check for \$300 which has been applied against your account / the following is how your account stands on our records at the present time: due on consignment \$2219.34 less check received \$300.00 BALANCE DUE COMPANY \$1919.34 You will note that the balance due the company is \$1919.34 / we are very anxious to cooperate with you dr burch and to do everything in our power to get this account cleaned up without unnecessary expense and worry on the part of either of us / may we hear from you further about this matter Yours very truly, DAYTON SUPPLY CO., INC., Orval Gannet, Credit Manager.

JOB DIRECTION SHEET

TYPE JOB NO. 32

Test No. 7

See Instructor.

TYPE JOB NO. 33

"Fill In 10 Form Letters"

Instructions:

Get the form letters from your instructor. Address small envelopes.
Use block style, mixed punctuation.
You may abbreviate the names of the states where permissible.
Use today's date.
Use the salutation Dear Mr. ____: or Dear Mrs. ____:
Send the letters to the following persons:

1. Mrs. Milo Shutes, 567 Elm Street, Akron, Indiana.
 2. Mr. Alfred Kennedy, 227 Chestnut Street, St. Louis, Missouri.
 3. Miss Aileen Spencer, Box 697, Pocatello, Idaho.
 4. Mr. James Dowe, 245 Allston Way, Berkeley, California.
 5. Miss Florence Newton, 801 Albany Street, Dallas, Texas.
 6. Miss Audrey Ross, 242 Sierra Street, Santa Fe, New Mexico.
 7. Mr. Arthur E. Hubbard, 2121 Prairie Avenue, Chicago, Illinois.
 8. Mrs. James Craddock, 509 North Lake Drive, Tulsa, Oklahoma.
 9. Mr. J. Warren Vandergan, 452 Main Street, Topeka, Kansas.
 10. Mr. Albert Jensen, 445 K Street, N. W., Bangor, Maine.
-

TYPE JOB NO. 34

"Fill In 10 Form Letters"

Instructions:

Get the form letters from your instructor.
Address large envelopes for this mailing.
Use indented style, close punctuation.
You may abbreviate the names of the states where permissible.
Use today's date.
Use the salutation Gentlemen:
Note there is an attention line.
Note each letter has two fill-ins in the body.
Send the letters to the following firms:

1. Sunset Hardware Company, Indianapolis, Indiana. Attention of Mr. Alfred King, Treasurer. Amount of check: \$37.50; number of shares of stock, 100.

- continued on next sheet -

JOB DIRECTION SHEET

TYPE JOB NO. 34 - continued:

2. Otis and Sherbeck Company, University Avenue, St. Paul, Minnesota. Attention of Mr. M. M. MacDonald, Auditor. Amount of check, \$18.75; number of shares, 50.
 3. Matthew Sadler Company, 748 Cedar Street, Maplewood, New Jersey. Attention of Mr. James Fey, General Manager. Amount of check, \$37.50; number of shares, 100.
 4. Cottle & Currie, 175 Prospect Avenue, Sturgis, Michigan. Attention of Mr. R. W. Radston. Amount of check, \$9.38; number of shares, 25.
 5. James Q. Kling & Son, 1950 Sixth Avenue, Salt Lake City, Utah. Attention of Mr. James Q. Kling, President. Amount of check, \$5.63; number of shares, 15.
 6. Snape & McCloud Company, 135 Elm Street, Boise, Idaho. Attention of Miss Alice E. Westphal, Treasurer. Amount of check, \$93.75; number of shares, 250.
 7. The Doble Company, 523 Mission Street, S. E., Providence, Rhode Island. Attention of Mr. A. E. Sable, Treasurer. Amount of check, \$28.13; number of shares, 75.
 8. Stephens Book Company, 15 - 125th Street, New York, New York. Attention of Mr. Andrew Ainsworthy, Executive Manager. Amount of check, \$16.88; number of shares, 45.
 9. Eastern Shipping Company, 221 Columbus Avenue, Cleveland, Ohio. Attention of Mr. S. B. Engle, President. Amount of check, \$75; number of shares, 200.
 10. Redfern Brass Foundry Company, 117-127 Front Street, Rawlins, Wyoming. Attention of Mrs. A. O. Clark, Secretary-Treasurer. Amount of check, \$13.13; number of shares, 35.
-

TYPE JOB NO. 35

Test No. 8
See Instructor.

TYPE JOB NO. 36

"Get Ready to Mail 10 Regular Letters in Large Envelopes"

Instructions:

Choose any ten of the letters you have written on large size paper and for which you made large envelopes. Fold the letters and insert them in the envelopes correctly.

JOB DIRECTION SHEET

TYPE JOB NO. 37

"Get Ready to Mail 10 Regular Letters in Small Envelopes"

Instructions:

Choose any ten of the letters you have written on large size paper and for which you made small envelopes. Fold the letters and insert them in the envelopes correctly.

TYPE JOB NO. 38

"Get Ready to Mail 5 Three-Quarter Letters in Large Envelopes"

Instructions:

Choose any five of the letters you have written on three-quarter size paper and for which you made large envelopes. Fold the letters and insert them in the envelopes correctly.

TYPE JOB NO. 39

"Get Ready to Mail 8 Half-Sheet Letters in Small Envelopes"

Instructions:

Choose two of the letters you have written on half-sheets (5 1/2" x 8 1/2") and any six of the letters you have written on half-sheets (8 1/2" x 5 1/2") and for which you made small envelopes. Fold the letters and insert them in the envelopes correctly.

TYPE JOB NO. 40

"Get Ready to Mail 10 Official Letters in Executive Envelopes"

Instructions:

Choose any ten of the letters you have written on executive stationery and for which you made executive envelopes. Fold the letters and insert them in the envelopes correctly.

TYPE JOB NO. 41

"Get Ready to Mail 5 Letters in Window Envelopes"

Instructions:

Choose five of the longer letters you have written on regular size paper (including the two 2-page letters). Fold the letters and insert them in the window envelopes correctly.

JOB DIRECTION SHEET

TYPE JOB NO. 42

Test No. 9

See Instructor.

OPERATION:

FINDING WRITING POSITION ON ENVELOPE

OPERATION

0-1

Sheet

TITLE OF UNIT:

Mechanics of Business Letters
Typed to General Public
Office Work

Page 1 of 2 Pages

FIELD:

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Envelope to be addressed
Typewriter
Addressee's name

OPERATION BREAKDOWN:

<u>Steps</u>	<u>Key Points</u>
1. Roll envelope into machine.	a. Left edge at zero on line scale. b. Just far enough to see whether needs to be straightened. c. Envelope straightened if necessary.
2. Space down to line for addressee's name.	a. To first line just slightly below horizontal centers. b. On large official size envelope: 14 spaces from top. c. On small commercial size envelope: 12 spaces from top. d. On executive size envelope: 13 spaces from top.
3. Move carriage to vertical center of envelope.	a. On large official size envelope: 48 if pica type; 57 if elite type. b. On small commercial size envelope: 33 if pica type; 39 if elite type. c. On executive size envelope: 38 if pica type; 45 if elite type.
4. Back space five spaces.	a. For starting position.

Offline Work
Typed to General Public
Mechanics of Business Letters

1 2

TOOLS AND MATERIALS NEEDED:

Envelope to be addressed
Typewriter
Addressee's name

OPERATION BREAKDOWN:

Steps

Key Points

1. Roll envelope into machine.
a. Left edge at zero on line scale.
b. Just far enough to see whether needs to be straightened.
c. Envelope straightened if necessary.
2. Space down to line for addressee's name.
a. To first line just slightly below horizontal center.
b. On large official size envelope: 14 spaces from top.
c. On small commercial size envelope: 12 spaces from top.
d. On executive size envelope: 13 spaces from top.
3. Move carriage to vertical center of envelope.
a. On large official size envelope:
48 if pica type;
67 if elite type.
b. On small commercial size envelope:
32 if pica type;
39 if elite type.
c. On executive size envelope:
38 if pica type;
48 if elite type.
4. Back space five spaces. a. For starting position.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. Why should so much care be taken to find the exact starting place for the address?

QUESTIONS

Answers

SAFETY PRECAUTIONS

Notes

QUESTIONS

1. Why should so much care be taken in finding the exact
resolving time for the address?

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Envelope in machine, positioned at correct starting point

OPERATION BREAKDOWN:

<u>Steps</u>	<u>Key Points</u>
1. Type addressee's name.	a. Correct spelling. b. Exactly as it appears in inside address of letter. c. Official title too if given that way in inside address. d. Open, close, mixed punctuation as in letter.
2. Type next line of address.	a. Double space below first line if 3- or 4-line address. b. Single space below first line if five or more lines in address. c. Blocked under line above or indented five spaces just as inside address. d. Open, close, mixed punctuation as in letter.
3. Repeat Step 2 for all subsequent lines in address.	a. Address must have at least three lines. b. Sometimes in single-spaced address, the city and state are typed a double space below the rest of the address. c. The state may be written on a line by itself but not recommended if gives unbalanced look. d. Name of foreign country always written on line by itself and in capitals.

Mechanics of Business Letters
Typed to General Public
Office Work

TOOLS AND MATERIALS NEEDED:

Envelope in machine, positioned at correct starting point

OPERATION BREAKDOWN:

Steps

1. Type addressee's name.

2. Type next line of address.

3. Repeat Step 2 for all subsequent lines in address.

Key Points

- a. Correct spelling.
- b. Exactly as it appears in inside address of letter.
- c. Official title too if given that way in inside address.
- d. Open, close, mixed punctuation as in letter.
- a. Double space below first line if 3- or 4-line address.
- b. Single space below first line if five or more lines in address.
- c. Blocked under line above or indented five spaces. Just as inside address.
- d. Open, close, mixed punctuation as in letter.
- a. Address must have at least three lines.
- b. Sometimes in single-spaced address, the city and state are typed a double space below the rest of the address.
- c. The state may be written on a line by itself but not recommended if gives unbalanced look.
- d. Name of foreign country always written on line by itself and in capitals.

4. Type attention line and incidental lines.

- a. In lower left-hand corner.
- b. Double space below last line of address.
- c. Incidental lines, such as: Confidential, Personal, Room Number, Name of Department.
- d. Open, close, or mixed punctuation as in letter.

5. Type special mailing directions.

- a. One inch from top of envelope and centered on it - or
- b. About half inch below place for stamps.
- c. All in capitals and underlined.
- d. Followed by period in close punctuation.
- e. Such as: AIR MAIL, SPECIAL DELIVERY, VIA CLIPPER, VIA CITY OF DENVER, VIA S. S. LURLINE.

6. Proofread address and make corrections.

- a. Before removing envelope from machine.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

- 1. Should a four-line address be single- or double-spaced?
- 2. Where do you place these notations: Air Mail? Room 304? Attention of Mr. J. B. Bronson?
- 3. How would you write the three notations mentioned in Question 2?

- a. In lower left-hand corner.
- b. Double space below last line of address.
- c. Individual lines, such as:
 - Confidential, Personal, Secret
 - Number, name of department,
 - Open, closed, or mixed
 - Communication in letter
- d. One inch from top of envelope and centered on it - or
- e. About half inch below place for return.
- f. All in capitals and underlined.
- g. Followed by return address.
- h. Such as: ALL MAIL, SECRET, RECEIVED, THE DIRECTOR, CITY OF DENVER, CO. 8, 5.
- i. Before receiving envelope from machine.

4. Type attention line and incidental lines.

5. Type special mail - inc. directions.

6. Proofread address and make corrections.

QUESTIONS:

None.

EXERCISES:

None.

QUESTIONS:

1. Should a four-line address be stamped on double-space?
2. Where do you place these notations: All Mail, Secret, Attention of Mr. J. H. President?
3. How would you write the above notations mentioned in Question 2?

OPERATION: GETTING READY TO TYPE LETTER

OPERATION

0-3

Sheet

TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public

Page 1 of 2 Pages

FIELD: Office Work

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Letterhead (or plain bond sheet if ready to type
second page of letter)

Carbon paper

Carbon copy sheets

Typewriter

OPERATION BREAKDOWN:

Steps

Key Points

1. Place carbon copy sheet on desk.
2. Place sheet of carbon paper over it.
 - a. Shiny side against carbon copy sheet.
3. Repeat Steps 1 and 2 for each extra copy to be made.
4. Place letterhead on top of preceding sheets.
 - a. Correct sized sheet: regular, half-sheet, three-quarter, official.
5. Pick up all papers and tap into position.
 - a. In both hands.
 - b. Tapped on desk until top edges even and in line.
6. Insert papers in machine.
 - a. Letterhead side away from typist.
 - b. Printed letterhead edge rolled in first.
 - c. Folded paper may be inserted over edges and rolled in too for convenience.
 - d. Until about one inch shows above type bar guide.

Mechanics of Business Letters
Typed to General Public

Office Work

TOOLS AND MATERIALS NEEDED:

Letterhead (or plain bond sheet if ready to type)
second page of letter)
Carbon paper
Carbon copy sheets
Typewriter

OPERATION BREAKDOWN:

Steps

Key Points

1. Place carbon copy sheet on desk.

2. Place sheet of carbon paper over it, shiny side against carbon copy sheet.

3. Repeat Steps 1 and 2 for each extra copy to be made.

4. Place letterhead on top of preceding sheets. Correct aligned sheets: regular, half-sheet, three-quarter, official.

5. Pick up all papers and tap into position. In both hands. Tapped on desk until top edges even and in line.

6. Insert papers in machine.

a. Letterhead side away from typist.
b. Printed letterhead edge rolled in first.
c. Folded paper may be inserted over edges and rolled in too for convenience.
d. Until about one inch shows above type bar guide.

7. Check carbon sheets to see if in correctly.
 - a. If checked from top edge, dull side of each carbon is toward typist.
 - b. Rolled out and error corrected if any carbon sheet in incorrectly.
8. Adjust and straighten all papers.
 - a. If necessary.
 - b. Until tops of all papers even.
 - c. Until parallel with type bar guide.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. What is the advantage of checking the carbons before starting to type?
2. Why should all papers be aligned with each other before starting to type?

- a. If checked from top edge, dull side of each carbon is toward typist.
- b. Rolled out and error corrected if any carbon sheet in incorrectly.
- a. If necessary.
- b. Until tops of all papers even.
- c. Until parallel with type bar guide.
- a. Adjust and straighten all papers.
- b. Check carbon sheets to see if in correctly.

QUESTIONS:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. What is the advantage of checking the carbons before starting to type?
2. Why should all papers be aligned with each other before starting to type?

OPERATION:

ESTIMATING NUMBER OF WORDS IN BODY OF LETTER

TITLE OF UNIT:

Mechanics of Business Letters
Typed to General Public
Office Work

FIELD:

OPERATION

Sheet

1

1

Page

of

Pages

0-4

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Copy for the body of the letter
Pencil
Scratch pad

OPERATION BREAKDOWN:

Steps

1. Count number of words in three full lines of message.
2. Divide total by 3.
3. Count number of whole lines in message.
4. Multiply number of average words per line by number of lines.

Key Points

- a. Printed matter, handwriting, shorthand, typewriting (pica or elite).
- a. To get average number of words per line.
- a. Broken lines combined to make whole lines.
b. Also lines in postscript if one included.
- a. To get total estimated words.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. Why is it a good idea to estimate the total number of words in the body of a letter before starting to type it?

TOOLS AND MATERIALS NEEDED:

Copy for the body of the letter
Pencil
Scratch pad

OPERATION BREAKDOWN:

Steps

Key Points

1. Count number of words in three full lines of message.
2. Divide total by 3.
3. Count number of whole lines in message.
4. Multiply number of average words per line by number of lines.
- a. Printed matter, handwriting, shorthand, typewriting (pica or elite).
- a. To get average number of words per line.
- a. Broken lines combined to make whole lines.
- b. Also lines in postscript if one included.
- a. To get total estimated words.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. Why is it a good idea to estimate the total number of words in the body of a letter before starting to type it?

TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public

Page 1 of 2 Pages

FIELD: Office Work

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Papers inserted in machine ready to type letter
Placement table
Estimate of total words in body of letter

OPERATION BREAKDOWN:

<u>Steps</u>	<u>Key Points</u>
1. Note what size stationery is being used.	a. Regular, half-sheet, three-quarters size, official size.
2. Note whether letter is to be double- or single-spaced.	
3. Note number of estimated words in body of letter and find that number on placement table.	a. Listed under sized sheet to be used.
4. Note length of line called for.	a. Second column of table.
5. Set margin stops.	a. According to third column of table.
6. Note number of spaces from top of page to first line of address, according to placement table.	a. Last column of placement table. b. One space nearer to top if letter contains attention or subject line. c. Two spaces nearer to top if letter contains both attention and subject line.
7. Space down from top the number of spaces called for.	a. Date typed on its correct line as spacing takes place.

DECIDING LETTER PLACEMENT
Mechanics of Business Letters
Typed to General Public
Office Work

TOOLS AND MATERIALS NEEDED:

Papers inserted in machine ready to type letter
Placement table
Estimate of total words in body of letter

OPERATION BREAKDOWN:

Steps	Key Points
1. Note what size stationery is being used.	a. Regular, half-sheet, three-quarter size, official size.
2. Note whether letter is to be double- or single-spaced.	
3. Note number of estimated words in body of letter and find that number on placement table.	a. Listed under sized sheet to be used.
4. Note length of line called for.	a. Second column of table.
5. Set margin stops.	a. According to third column of table.
6. Note number of spaces from top of page to first line of address, according to placement table.	a. Last column of placement table. b. One space nearer to top if letter contains extension or subject line. c. Two spaces nearer to top if letter contains both attention and subject line.
7. Space down from top the number of spaces called for.	a. Date typed on its correct line as spacing takes place.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. Where would you set your margin stops and how far down from the top of the page would you space for the following:
 - a. A 75-word message to be typed single-spaced on regular sized paper?
 - b. A 30-word message to be typed double-spaced on a three-quarters sized sheet?

STATION 21
Name:

SAFETY PRECAUTIONS:
None.

QUESTIONS:

1. Where would you add your entry and how far down from the top of the page would you space for the entry?

- a. A 35-word message to be typed single-spaced in regular sized print.
- b. A 35-word message to be typed double-spaced in a 12-point sans-serif sized print.

TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public

FIELD: Office Work

Page 1 of 1 Pages

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Letter to be proofread
Pencil
Good pencil eraser or art gum

OPERATION BREAKDOWN:

<u>Steps</u>	<u>Key Points</u>
1. Verify name and address.	a. Correct spelling. b. Correct address.
2. Read first line of letter.	
3. Checkmark (✓) any errors.	a. Lightly with pencil in left margin. b. One checkmark for each error.
4. Repeat Steps 2 and 3 for all subsequent lines in the letter.	
5. Erase checkmarks.	a. After all errors have been neatly corrected on both original and carbon copies.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. Why is it better to check errors in the margin rather than check the error itself in the line?

Mechanics of Business Letters
Typed to General Public
Office Work

TOOLS AND MATERIALS NEEDED:

Letter to be proofread
Pencil
Good pencil eraser or art gum

OPERATION BREAKDOWN:

Key Points

Steps

- a. Correct spelling.
- b. Correct address.
- a. Lightly with pencil in left margin.
- b. One checkmark for each error.
- a. After all errors have been neatly corrected on both original and carbon copies.

1. Verify name and address.
2. Read first line of letter.
3. Checkmark (✓) any errors.
4. Repeat Steps 2 and 3 for all subsequent lines in the letter.
5. Erase checkmarks.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. Why is it better to check errors in the margin rather than check the error itself in the line?

OPERATION:

WRITING OPENING PARTS
OF FULL BLOCK LETTER

OPERATION

0-7

Sheet

TITLE OF UNIT:

Mechanics of Business Letters
Typed to General Public

Page 1 of 2 Pages

FIELD:

Office Work

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Letter papers correctly inserted in machine and straightened

OPERATION BREAKDOWN:

StepsKey Points

- | | |
|--|---|
| 1. Type date line. | a. At least double space below last line in printed letterhead. |
| | b. Flush with left margin
- or - |
| | c. Centered under printed city-and-state line. |
| | d. Open, close, or mixed punctuation. |
| 2. Type first line of inside address. | a. Flush with left margin. |
| | b. Number of spaces down from top of paper depends on length of letter. See: Information Sheet E, Letter Placement. |
| | c. Open, close, or mixed punctuation. |
| 3. Type second and subsequent lines in inside address. | a. Flush with left margin. |
| | b. Single-spaced. |
| | c. Open, close, or mixed punctuation. |
| 4. Type attention line. | a. If one used. |
| | b. Flush with left margin. |
| | c. Double space below last line of inside address. |
| | d. Open, close, or mixed punctuation. |
| 5. Type salutation. | a. Flush with left margin. |
| | b. Double space below last line of address - or |
| | c. Double space below attention line if one used. |
| | d. Open, close, or mixed punctuation. |

Mechanics of Business Letters
Typed to General Public

Office Work

TOOLS AND MATERIALS NEEDED:

Letter papers correctly inserted in machine and strengthened

OPERATION BREAKDOWN:

Steps

Key Points

1. Type date line.

- a. At least double space below last line in printed letterhead.
- b. Finish with left margin.
- c. Centered under printed city-and-state line.
- d. Open, close, or mixed punctuation.

2. Type first line of inside address.

- a. Finish with left margin.
- b. Number of spaces down from top of paper depends on length of letter.
- c. See information sheet 2, letter placement.
- d. Open, close, or mixed punctuation.

3. Type second and subsequent lines in inside address.

- a. Finish with left margin.
- b. Single-spaced.
- c. Open, close, or mixed punctuation.

4. Type attention line.

- a. If one used.
- b. Finish with left margin.
- c. Double space below last line of inside address.
- d. Open, close, or mixed punctuation.

5. Type salutation.

- a. Finish with left margin.
- b. Double space below last line of address - or
- c. Double space below attention line if one used.
- d. Open, close, or mixed punctuation.

6. Type subject line.

- a. If one used.
- b. Flush with left margin.
- c. Double space below salutation.
- d. Open, close, or mixed punctuation.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. Why is the full block letter the easiest form to type?
2. What kind of punctuation can you use with the full block style?

1. In one word,
2. List the left margin.
3. Describe space below
4. Explain
5. Open, close, or mixed
6. Conclusion

7. Type subject line

8. Write

9. Date

10. Write subject line

11. Date

12. Write

13. Write in the right margin the subject line of subject
14. Write kind of punctuation and use with the subject line

WRITING CLOSING PARTS
OF FULL BLOCK LETTER

OPERATION:

Mechanics of Business Letters
Typed to General Public

TITLE OF UNIT:

FIELD:

Office Work

OPERATION

Sheet

1 2

Page of Pages

0-8

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Letter in machine and typed down through body

OPERATION BREAKDOWN:

<u>Steps</u>	<u>Key Points</u>
1. Type complimentary close.	a. Two spaces below last line of body of letter. b. Flush with left margin. c. Open, close, or mixed punctuation.
2. Type firm name.	a. If used. b. In capitals. c. Two spaces below complimentary close. d. Flush with left margin. e. Open, close, or mixed punctuation.
3. Type dictator's name.	a. If used. b. Four spaces below complimentary close - or c. Four spaces below firm name if used. d. Flush with left margin. e. Open, close, or mixed punctuation.
4. Type dictator's title or department.	a. If used. b. If dictator's name used: (1) Following name if short and separated by comma - or (2) On line below. - or - c. If dictator's name not used, four spaces below firm name or complimentary close. d. Flush with left margin. e. Open, close, or mixed punctuation.

TOOLS AND MATERIALS NEEDED:

Letter in machine and typed down through body

OPERATION BREAKDOWN:

Steps

Key Points

1. Type complimentary
close.

- a. Two spaces below last line of body of letter.
- b. Finish with left margin.
- c. Open, close, or mixed punctuation.

2. Type firm name.

- a. If used.
- b. In capitals.
- c. Two spaces below complimentary close.
- d. Finish with left margin.
- e. Open, close, or mixed punctuation.

3. Type dictator's name.

- a. If used.
- b. Four spaces below complimentary close - or
- c. Four spaces below firm name if used.
- d. Finish with left margin.
- e. Open, close, or mixed punctuation.

4. Type dictator's title or department.

- a. If used.
- b. If dictator's name used: (1) Following name if short and separated by comma - or (2) On line below.
- c. If dictator's name not used, four spaces below firm name or complimentary close.
- d. Finish with left margin.
- e. Open, close, or mixed punctuation.

5. Type dictator-typist notation.
 - a. Two lines below last signature line.
 - b. Flush with left margin.
6. Type other notations.
 - a. Such as, Enclosure notation; carbon copy to someone else.
 - b. Flush with left margin.
 - c. Single-spaced below dictator-typist notation.
7. Type postscript.
 - a. Flush with left margin.
 - b. Two lines below dictator-typist notation or other notations.
 - c. May be prefaced with initials P. S.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. What closing parts are sometimes omitted?

TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public

Page 1 of 2 Pages

FIELD: Office Work

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Letter in machine with opening parts of letter typed

OPERATION BREAKDOWN:

<u>Steps</u>	<u>Key Points</u>
1. Type first line of first paragraph.	a. Double space below salutation or subject line. b. Flush with left margin. c. Right margin allowance as nearly equal as possible to left margin.
2. Type each subsequent line in the paragraph.	a. Flush with left margin. b. Single-spaced. c. Right margin watched carefully for evenness. d. Correct spelling, capitalization, punctuation, word division.
3. Type first line of next paragraph.	a. Double space below last line of preceding paragraph. b. Flush with left margin.
4. Repeat Steps 2 and 3.	a. Until body of letter completed. b. For paragraphs carrying over to next page, see General Pointers in Information Sheet E, Letter Placement. c. For heading at top of next page, see Second-Page Heading in Information Sheet F, Letter Parts.

SKETCHES:

None.

Mechanics of Business Letters
Typed to General Public

Office Work

TOOLS AND MATERIALS NEEDED:

Letter in machine with opening parts of letter typed

OPERATION BREAKDOWN:

Steps

Key Points

1. Type first line of first paragraph.

- a. Double space below salutation or subject line.
- b. Finish with left margin.
- c. Right margin allowance as nearly equal as possible to left margin.

2. Type each subsequent line in the paragraph.

- a. Finish with left margin.
- b. Single-spaced.
- c. Right margin watched carefully for evenness.
- d. Correct spelling, capitalization, punctuation, word division.

3. Type first line of next paragraph.

- a. Double space below last line of preceding paragraph.
- b. Finish with left margin.

4. Repeat Steps 2 and 3.

- a. Until body of letter completed.
- b. For paragraphs carrying over to next page, see General pointers in Information Sheet E, Letter Placement.
- c. For heading at top of next page, see second-page heading in Information Sheet F, Letter Parts.

REMARKS:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. Why are double-spaced letters never written in block style?
2. Why should you pay special attention to matters of spelling, word division, punctuation, and so forth?
3. Why is it important that the right-hand margin be kept approximately equal to the left-hand margin?

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. Why are double-spaced letters never written in block style?
2. Why should you pay special attention to matters of spelling, word division, punctuation, and so forth?
3. Why is it important that the right-hand margin be kept approximately equal to the left-hand margin?

OPERATION:

WRITING OPENING PARTS OF MODIFIED BLOCK LETTER

OPERATION

0-10

Sheet

TITLE OF UNIT:

Mechanics of Business Letters
Typed to General Public

Page 1 of 2 Pages

FIELD:

Office Work

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Letter papers correctly inserted in machine and straightened

OPERATION BREAKDOWN:

Steps

Key Points

- | | |
|--|---|
| 1. Type date line. | <ul style="list-style-type: none"> a. At least double space below last line in printed letterhead. b. Centered horizontally on page - or c. Centered under city-and-state printed on letterhead. - or d. Written so end of line is flush with right-hand margin. e. Open, close, or mixed punctuation. |
| 2. Type first line of inside address. | <ul style="list-style-type: none"> a. Flush with left margin. b. Number of spaces down from top of paper depends on length of letter. See: Information Sheet E, Letter Placement. c. Open, close, or mixed punctuation. |
| 3. Type second and subsequent lines in inside address. | <ul style="list-style-type: none"> a. Flush with left margin. b. Single-spaced. c. Open, close, or mixed punctuation. |
| 4. Type attention line. | <ul style="list-style-type: none"> a. If one used. b. Double space below last line of inside address and <ul style="list-style-type: none"> (1) Begun at paragraph point if body of letter has indented paragraphs - or (2) Centered horizontally on page - or |

TOOLS AND MATERIALS NEEDED:

Letter papers correctly inserted in machine and strengthened

OPERATION BREAKDOWN:

Steps

Key Points

1. Type date line.

- a. At least double space between last line in printed letterhead.
- b. Centered horizontally on page - or
- c. Centered under city-and-state printed on letterhead - or
- d. Written so end of line is flush with right-hand margin.
- e. Open, close, or mixed punctuation.

2. Type first line of inside address.

- a. Flush with left margin.
- b. Number of spaces down from top of paper depends on length of letter. See: Information Sheet B, Letter Placement.
- c. Open, close, or mixed punctuation.

3. Type second and subsequent lines in inside address.

- a. Flush with left margin.
- b. Single-spaced.
- c. Open, close, or mixed punctuation.

4. Type attention line.

- a. If one used.
- b. Double space below last line of inside address and (1) Begin at paragraph point if body of letter has indented paragraphs - or (2) Centered horizontally on page - or

(3) Flush with left margin
- or

5. Type salutation.

- c. Centered on same line with salutation.
- d. Open, close, or mixed punctuation.

- a. Flush with left margin.
- b. Double space below last line of address - or
- c. Double space below attention line if one used.
- d. Open, close, or mixed punctuation.

6. Type subject line.

- a. If one used.
- b. Double space below salutation.
- c. Flush with left margin - or
- d. Centered on page - or
- e. Begun at paragraph point.
- f. Open, close, or mixed punctuation.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. Why is the modified block the most used form?
2. Where can you place the attention line? The subject line?
3. What kind of punctuation do you use with the modified block letter?

(2) Flush with left margin

- a. Centered on same line with salutation.
- b. Open, close, or mixed punctuation.

- a. Flush with left margin.
- b. Double space below last line of address - or
- c. Double space below attention line if one used.
- d. Open, close, or mixed punctuation.

- a. If one used.
- b. Double space below attention line.
- c. Flush with left margin - or
- d. Centered on page - or
- e. Begin at paragraph point.
- f. Open, close, or mixed punctuation.
- g. Line of address - or
- h. Double space below address.

TOOLS AND MATERIALS NEEDED:

6. Type salutation.

8. Type subject line.

Typed to General Public

Office Work

QUESTIONS:

TOOLS AND MATERIALS NEEDED:

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. Why is the modified block the most used form?
2. Where can you place the attention line? The subject line?
3. What kind of punctuation do you use with the modified block letter?

Typed to General Public

Office Work

- a. Line of address - or
- b. Double space below address.

TOOLS AND MATERIALS NEEDED:

OPERATION:

WRITING CLOSING PARTS
OF MODIFIED BLOCK LETTER

OPERATION

0-11

Sheet

TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public

Page 1 of 2 Pages

FIELD: Office Work

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Letter in machine and typed down through body.

OPERATION BREAKDOWN:

<u>Steps</u>	<u>Key Points</u>
1. Type complimentary close.	<ul style="list-style-type: none">a. Double space below last line of body of letter.b. Begun at horizontal center - orc. Slightly to left of center so longest line in signature can be written without extending into right margin.d. Open, close, or mixed punctuation.
2. Type firm name.	<ul style="list-style-type: none">a. If used.b. In capitals.c. Two spaces below complimentary close.d. Blocked in line with complimentary close - ore. Centered under complimentary close if very long.f. Open, close, or mixed punctuation.
3. Type dictator's name.	<ul style="list-style-type: none">a. If used.b. Four spaces below complimentary close - orc. Four spaces below firm name if used.d. Blocked with complimentary close.e. Open, close, or mixed punctuation.
4. Type dictator's title or department.	<ul style="list-style-type: none">a. If used.b. If dictator's name used:<ul style="list-style-type: none">(1) Following name if short and separated by comma - or

Mechanics of Business Letters
Typed to General Public
Office Work

TOOLS AND MATERIALS NEEDED:

Letter in machine and typed down through body

OPERATION BREAKDOWN:

Steps

1. Type complimentary close.

2. Type firm name.

3. Type dictator's name.

4. Type dictator's title or department.

Key Points

- a. Double space below last line of body of letter.
- b. Begun at horizontal center - or
- c. Slightly to left of center - as longest line in signature can be written without extending into right margin.
- d. Open, close, or mixed punctuation.
- e. If used.
- f. In capitals.
- g. Two spaces below complimentary close.
- h. Blocked in line with complimentary close - or
- i. Centered under complimentary close if very long.
1. Open, close, or mixed punctuation.
- a. If used.
- b. Four spaces below complimentary close - or
- c. Four spaces below line name if used.
- d. Blocked with complimentary close.
- e. Open, close, or mixed punctuation.
- a. If used.
- b. If dictator's name used: (1) Follow name if short and associated

- (2) On line below - or
- c. If dictator's name not used, four spaces below name or complimentary close.
- d. Blocked with complimentary close.
- e. Open, close, or mixed punctuation.
- 5. Type dictator-typist notation.
 - a. Double space below last signature line.
 - b. Flush with left margin.
- 6. Type other notations.
 - a. Such as, Enclosure notation; carbon copy to someone else.
 - b. Flush with left margin.
 - c. Single space below dictator-typist notation.
- 7. Type postscript.
 - a. If any.
 - b. Double space below dictator-typist notations.
 - c. Begun at paragraph point.
 - d. May be prefaced with initials P. S.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. How does the modified block style differ from the full block with regard to the closing parts of the letter?

- (3) On line below - or
- c. If dictator's name not used, four spaces below name as complementary close.
- d. Blocked with complementary close.
- e. Open, close, or mixed punctuation.
- f. Double space below last signature line.
- g. Flush with left margin.
- h. Such as, Enclosure notes - tion; carbon copy to someone else.
- i. Flush with left margin.
- j. Single space below dictator-typist notation.
- k. If any.
- l. Double space below dictator-typist notation.
- m. Begin at paragraph point.
- n. May be preceded with initials P. S.

6. Type dictator-typist notation.

6. Type other notations.

7. Type postscript.

QUESTIONS:

None.

EXERCISES:

None.

QUESTIONS:

1. How does the modified block style differ from the full block with regard to the closing parts of the letter?

OPERATION:

WRITING INDENTED PARAGRAPHS

OPERATION

0-12

Sheet

TITLE OF UNIT:

Mechanics of Business Letters
Typed to General Public

Page 11 Pages

FIELD:

Office Work

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Letter in machine with opening parts of letter typed.

OPERATION BREAKDOWN:

<u>Steps</u>	<u>Key Points</u>
1. Set tabular stop.	a. Five or ten spaces in from left margin.
2. Press tabular key and type first line of paragraph.	a. Double space below salutation or subject line. b. Right margin allowance as nearly equal as possible to actual left margin.
3. Type each subsequent line in the paragraph.	a. Flush with left margin. b. Single - or double-spaced. c. Right margin watched carefully for evenness. d. Correct spelling, capitalization, punctuation, word division.
4. Press tabular key and type first line of next paragraph.	a. Double space below last line of preceding paragraph.
5. Repeat Steps 2 and 3.	a. Until body of letter completed. b. For paragraphs carrying over to next page, see General Pointers in Information Sheet E, Letter Placement. c. For heading at top of next page, see Second-Page Heading in Information Sheet F, Letter Parts.

SKETCHES:

None.

Mechanics of Business Letters
Typed to General Public

Office Work

TOOLS AND MATERIALS NEEDED:

Letter in machine with opening parts of letter typed.

OPERATION BREAKDOWN:

Steps

Key Points

1. Set tabular stop.
 - a. Five or ten spaces in from left margin.
2. Press tabular key and type first line of paragraph.
 - a. Double space below main- tation or subject line.
 - b. Right margin allowance as nearly equal as possible to normal left margin.
3. Type each subsequent line in the paragraph.
 - a. Finish with left margin.
 - b. Single - or double-spaced.
 - c. Right margin watched care- fully for evenness.
 - d. Correct spelling, capi- talization, punctuation, word division.
4. Press tabular key and type first line of next paragraph.
 - a. Double space below last line of preceding para- graph.
5. Repeat Steps 2 and 3.
 - a. Until body of letter com- pleted.
 - b. For paragraph carrying over to next page, see General Pointers in In- formation Sheet E, Letter Placement.
 - c. For heading at top of next page, see Second- Page Heading in Informa- tion Sheet F, Letter Parts.

SKETCHES:
None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. Why can you use an indented paragraph in either a single- or a double-spaced letter?
2. With which styles of letters can you use an indented paragraph: Full block? Modified block? Indented style?

TOOLS AND MATERIALS NEEDED:

None.

QUESTIONS:

1. Why can you use an indented paragraph in either a single- or a double-spaced letter?
2. With which styles of letters can you use an indented paragraph: Full block? Modified block? Indented style?

Department of Business Education
Typed to General Public

Office Work

TOOLS AND MATERIALS NEEDED:

Department of Business Education
Typed to General Public

Office Work

OPERATION:

WRITING OPENING PARTS OF INDENTED LETTER

OPERATION

0-13

TITLE OF UNIT:

Mechanics of Business Letters
Typed to General Public

Sheet

1 2

Page of Pages

FIELD:

Office Work

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Letter papers correctly inserted in machine and straightened

OPERATION BREAKDOWN:

<u>Steps</u>	<u>Key Points</u>
1. Type date line.	<ul style="list-style-type: none"> a. At least double space below last line in printed letterhead. b. Centered horizontally on page - or c. Centered under printed city-and-state line. - or d. Written so end of line is flush with right-hand margin. e. Open, close, or mixed punctuation.
2. Set tabular stops.	<ul style="list-style-type: none"> a. At 5 and 10 spaces in from left margin.
3. Type first line of inside address.	<ul style="list-style-type: none"> a. Flush with left margin. b. Number of spaces down from top of paper depends on length of letter. See: Information Sheet E, Letter Placement. c. Open, close, or mixed punctuation.
4. Press tabular key once and type second line of inside address.	<ul style="list-style-type: none"> a. Single-spaced. b. Open, close, or mixed punctuation.
5. Press tabular key twice and type third line of address.	<ul style="list-style-type: none"> a. Single-spaced. b. Open, close, or mixed punctuation.
6. Type attention line.	<ul style="list-style-type: none"> a. If one used. b. Double space below last line of inside address and <ul style="list-style-type: none"> (1) Begun at paragraph point if body of letter has indented paragraphs - or

TOOLS AND MATERIALS NEEDED:

Letter papers correctly inserted in machine and straightened

OPERATION BREAKDOWN:

Steps	Key Points
1. Type date line.	<p>a. At least double space below last line in printed letterhead.</p> <p>b. Centered horizontally on page - or</p> <p>c. Centered under printed city-and-state line - or</p> <p>d. Written so end of line is flush with right-hand margin.</p> <p>e. Open, close, or mixed punctuation.</p>
2. Set tabular stops.	<p>a. At 5 and 10 spaces in from left margin.</p>
3. Type first line of inside address.	<p>a. Flush with left margin.</p> <p>b. Number of spaces down from top of paper depends on length of letter. See Information Sheet E, Letter Placement.</p> <p>c. Open, close, or mixed punctuation.</p>
4. Press tabular key once and type second line of inside address.	<p>a. Single-spaced.</p> <p>b. Open, close, or mixed punctuation.</p>
5. Press tabular key twice and type third line of address.	<p>a. Single-spaced.</p> <p>b. Open, close, or mixed punctuation.</p>
6. Type attention line.	<p>a. If one used.</p> <p>b. Double space below last line of inside address and (1) Begin at paragraph point if body of letter has indented paragraphs - or</p>

7. Type subject line.

- (2) Centered horizontally on page - or
- (3) Flush with left margin - or
- c. Centered on same line with salutation.
- d. Open, close, or mixed punctuation.
- a. If one used.
- b. Double space below salutation.
- c. Flush with left margin - or
- d. Centered on page - or
- e. Begun at paragraph point.
- f. Open, close, or mixed punctuation.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. What factor makes the indented style the hardest of the three styles to write?

- (2) Centered horizontally on page - or
- (3) Flush with left margin - or
- a. Centered on same line with salutation.
- d. Open, close, or mixed punctuation.
- e. If one used.
- f. Double space below salutation.
- c. Flush with left margin - or
- d. Centered on page - or
- e. Begun at paragraph point.
- f. Open, close, or mixed punctuation.

7. Type subject line.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. What factor makes the indented style the hardest of the three styles to write?

OPERATION:

WRITING CLOSING PARTS
OF INDENTED LETTER

OPERATION

0-14

Sheet

TITLE OF UNIT:

Mechanics of Business Letters
Typed to General Public

Page 1 of 2 Pages

FIELD:

Office Work

INCLUDES: (1) TOOLS AND MATERIALS; (2) OPERATION BREAKDOWN; (3) SKETCHES; (4) SAFETY; (5) QUESTIONS

TOOLS AND MATERIALS NEEDED:

Letter in machine and typed down through body

OPERATION BREAKDOWN:

Steps

Key Points

1. Type complimentary
close.

- a. Double space below last line of body of letter.
- b. Begun at horizontal center - or -
- c. Slightly to left of center so longest line in signature can be written without extending into right margin.
- d. Open, close, or mixed punctuation.

2. Type firm name.

- a. If used.
- b. In capitals.
- c. Double space below complimentary close.
- d. Indented five spaces in from complimentary close.
- e. Typed on two lines if very long, but still indented 5 spaces.
- f. Open, close, or mixed punctuation.

3. Type dictator's name.

- a. If used.
- b. Four spaces below complimentary close - or
- c. Four spaces below firm name if used.
- d. Indented 5 spaces in from complimentary close.
- or
- e. Indented 5 spaces in from firm name if used.
- f. Open, close, or mixed punctuation.

TOOLS AND MATERIALS NEEDED:

Letter in machine and typed down through body

OPERATION BREAKDOWN:

Steps

Key Points

1. Type complimentary close.

- a. Double space below last line of body of letter.
- b. Begin at horizontal center - or -
- c. Slightly to left of center so longest line in signature can be written without extending into right margin.
- d. Open, close, or mixed punctuation.

2. Type firm name.

- a. If used.
- b. In capitals.
- c. Double space below complimentary close.
- d. Indented five spaces from complimentary close.
- e. Typed on two lines if very long, but still indented 5 spaces.
- f. Open, close, or mixed punctuation.

3. Type dictator's name.

- a. If used.
- b. Four spaces below complimentary close - or -
- c. Four spaces below firm name if used.
- d. Indented 5 spaces in from complimentary close.
- e. Indented 5 spaces in from firm name if used.
- f. Open, close, or mixed punctuation.

4. Type dictator's title or department.
 - a. If used.
 - b. If dictator's name used:
 - (1) Following name if short and separated by comma - or
 - (2) On line below. - or
 - c. If dictator's name not used, four spaces below firm name or complimentary close.
 - d. Indented 5 spaces in from complimentary close, or from firm name, or from dictator's name if used.
 - e. Open, close, or mixed punctuation.
5. Type dictator-typist notation.
 - a. Double space below last signature line.
 - b. Flush with left margin.
6. Type other notations.
 - a. Such as, Enclosure notation; carbon copy to someone else.
 - b. Flush with left margin.
 - c. Single-spaced below dictator-typist notation.
7. Type postscript.
 - a. If any.
 - b. Double space below dictator-typist notation or other notations.
 - c. Begun at paragraph point.
 - d. May be prefaced with initials P. S.

SKETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. At what places does the indented form differ from the modified block with regard to the closing parts?
2. At what places is the indented form the same as the modified form?

- a. If used.
- b. If dictator's name used.
- (1) Following name if short and separated by comma - or
- (2) On line below - or
- c. If dictator's name not used four spaces below firm name or complimentary close.
- d. Indented 5 spaces in from complimentary close, or from firm name, or from dictator's name if used.
- e. Open close, or mixed or from firm name, or from dictator's name if used double space below last signature line.
- b. Flush with left margin.
- a. Such as, Enclosure notation; carbon copy to someone else.
- b. Flush with left margin.
- c. Single-spaced below dictator-typist notation.
- a. If any.
- b. Double space below dictator-typist notation or other notation.
- c. Begun at paragraph point.
- d. May be preceded with initials P. S.

4. Type dictator's title or department.

5. Type dictator-typist notation.

6. Type other notations.

7. Type postscript.

WRITING CLOSING PART

STRETCHES:

None.

SAFETY PRECAUTIONS:

None.

QUESTIONS:

1. At what places does the indented form differ from the modified block with regard to the closing part?
2. At what places is the indented form the same as the modified form?

D E N V E R E X H I B I T A

January 15, 1945

Opportunity Business Company
13th and Welton Streets
Denver 4, Colorado

Attention: Mr. John Doe

Gentlemen:

In re: Business Letters

This Denver company uses a modified block style letter with mixed punctuation.

The date is written two spaces below the letterhead and is centered in the right half. The inside address is written six to eight spaces below the date line, depending on the length of the letter. Words, such as Street, Building, State, are not abbreviated in the address.

The attention line is centered on the page. When a subject line is used, it is blocked even with the left margin.

The firm name is always included and is written flush with the complimentary close. The dictator's name is not included. The dictator's title is seldom used, but when it is, it is centered under the firm name.

Yours truly,

DENVER BUSINESS FIRM

Manager

JAJ:ew

D E N V E R E X H I B I T B

January 15, 1945

Opportunity Business Company
13th and Welton Streets
Denver 4, Colorado

Attention of Mr. John Doe

Gentlemen:

Re: Business Letters

This Denver firm uses a modified block style of letter with mixed punctuation.

The date is written about an inch below the letterhead and is centered on the page. Note the attention line is blocked with the left-hand margin, while the subject line is centered on the page.

The firm name is always included, but the dictator's name is not. The firm name is centered under the complimentary close; the dictator's title is centered under the firm name.

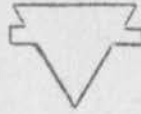
Very truly yours,

DENVER BUSINESS FIRM

WMS-F
Enc.

Manager

P.S. Postscripts, when used, are prefaced with the initials P.S. and are written in block form as is the letter itself.



D E N V E R E X H I B I T C

January 15, 1945

Mr. John Doe
13th and Welton Streets
Denver 4, Colorado

Dear Mr. Doe:

Subject: Business Letters

This Denver business firm uses a modified block style with mixed punctuation. All letters, regardless of length, are double-spaced and have a 1 1/4 inch margin.

Paragraphs are indented ten spaces.

The date line, attention line, subject line, and dictator's name are written flush with the right-hand margin. The complimentary close is written so that it is flush with the dictator's name.

There are three spaces between the inside address and the salutation; between the salutation and the first line of the message; between the last line of the message and the complimentary close. The firm's name is not included in the closing.

Yours very truly,

James A. Johnson
Manager

JAJ-HA

D E N V E R E X H I B I T D .

January 15, 1945

Opportunity Business Company
13th and Welton Streets
Denver 4, Colorado

Gentlemen: Attention Mr. John Doe

This company uses a modified block style letter with mixed punctuation. Paragraphs in the body of the letter are also blocked.

The date line, centered on the page, is written two spaces below the letterhead. The attention line is centered on the page and written on the same line as the salutation. A subject line is seldom used.

The firm name is never used in closing. If the dictator is not a department head, his name and position are not included. If, however, the dictator is a department head, his name is typed five spaces below the complimentary close and flush with the left margin. His title, typed flush with the right margin, is written on the same line as his name. The dictator-typist initials are placed immediately below the name of the department head.

Very truly yours,

James A. Johnson
JAJ:ap

Chief Accountant

D E N V E R E X H I B I T E

January 15, 1945

Opportunity Business Company
13th and Welton Streets
Denver 4, Colorado

Attention of Mr. John Doe

Gentlemen:

This Denver firm uses a modified block style of letter with mixed punctuation.

The date line is written four spaces below the letterhead and is centered in the right half of the sheet.

The attention line, when used, is centered on the page. The subject line is avoided by this company.

The firm's name is not included, nor is the dictator's name. The dictator's title, however, is typed on the letter.

Postscripts are not used. Any extra message is worked into the body of the letter by the typist.

Yours very truly,

Manager

J.A.J.:ha
Encl.

DENVER EXHIBIT F

January 15, 1944

Opportunity Business Company
13th and Welton Sts.
Denver 4, Colorado

Attention: Mr. John Doe

Gentlemen:

This Denver firm uses a modified block style letter with mixed punctuation. Paragraphs in the body of the letter are also written in block style.

The date line is centered under the printed "Denver, Colorado" and written two spaces under it. The attention line is centered on the page and is dropped down between the inside address and the salutation. Subject lines are avoided.

"Cordially yours," and "Sincerely yours," are the preferred complimentary closes. The firm's name is still included most of the time, but this practice is gradually being eliminated. The dictator's name is included as part of the dictator-stenographer's initials. The dictator's title is included when the letter is written to a new customer.

Postscripts are avoided. Any additional message is worked into the body of the letter by the typist.

Cordially yours,

DENVER BUSINESS FIRM

Buyer

J.A. Johnson/M
Enc. 1

D E N V E R E X H I B I T G

January 15, 1945

Opportunity Business Company
13th and Welton Streets
Denver 4, Colorado

Attention: Mr. John Doe

Gentlemen:

Re: Business letters

This Denver company uses a modified block style letter with mixed punctuation. Its paragraphs are indented ten spaces.

The date is written two spaces below the letterhead and is centered on the page. Occasionally words are abbreviated in the inside address if such abbreviations improve the appearance.

Both the attention line and the subject line are blocked with the left-hand margin.

The firm name is never included. Occasionally the dictator's name is included. The dictator's title is not used, but the name of his department is included. It is written flush with the left-hand margin.

Very truly yours,

Sales Department
JAJ:co

Postscripts are written the same as the paragraphs in the letter, but are not prefaced with the initials P.S.

D E N V E R E X H I B I T H

January 15, 1945

Opportunity Business Company
13th and Welton Streets
Denver 4, Colorado

Re: Business Letters

Attention of Mr. John Doe

Gentlemen:

This Denver firm uses a modified block style with mixed punctuation. Block form is used for paragraphs.

The date is written two spaces below the letterhead in line with a printed dot provided to guide the typist. When a subject line is used, it is written on the same line as the last line of the inside address and is blocked under the date.

The attention line, when used, is written four spaces below the last line of the inside address. The salutation is typed two spaces below the attention line, or if there is no attention line, it is typed four spaces below the last line of the address.

The body of the letter is begun two spaces below the salutation. All one-paragraph letters are written double-spaced. Letters of two or more paragraphs are single-spaced unless they contain six or less lines. Quoted matter is single-spaced and is indented five spaces from the left-hand margin.

With few exceptions, the complimentary close is omitted. The firm name is written in capitals two spaces below the last line of the message and in line with the date. The dictator's name is written four spaces under the firm name and in line with it. The department is written below the dictator's name. The dictator-typist initials are written on the same line as the department and flush with the left margin.

DENVER BUSINESS FIRM

James S. Johnson
Retail Department

JSJ:K

January 15, 1945

Opportunity Business Company
13th and Welton Streets
Denver 4, Colorado.

Attention of Mr. John Doe

Gentlemen:

Re: BUSINESS LETTERS

This Denver firm uses a modified block style letter with mixed punctuation. Note, however, that a period is put at the end of the last line of the address.

The date is written two spaces below the letterhead and is flush with the right-hand margin.

When the attention line is used, it is written one space under the inside address and is lined up with the right-hand margin. The subject line is written in capital letters and is centered on the line two spaces below the salutation.

The width of margins is adjusted to suit the length of the letter. In general, however, the firm prefers that narrow margins be used to save paper. On some letters, a quarter-inch margin is considered adequate.

Indented matter is written as follows:

Indented matter is indented ten spaces from the left-hand margin and is arranged in block form.

The firm name is included, as is the dictator's name. The dictator's title, however, is not included. The firm name and the title are written in block style under the complimentary close, which is begun just slightly to the right of the center of the page.

The dictator-typist initials are placed even with the left margin and are two spaces down from the dictator's name.

Yours truly,

DENVER BUSINESS FIRM

James A. Johnson

JAJ:AMS
Enc.

D E N V E R E X H I B I T J

January 15, 1945

Mr. John Doe
13th and Welton Sts.
Denver 4, Colorado

Dear Mr. Doe

Re: Business Letters

This Denver company uses a modified block style letter with open punctuation. The paragraphs are also blocked.

The date line is centered on the page. The inside address may contain abbreviations if the words are too long and would spoil the balance of the letter.

The attention line and the subject line are both centered on the page. The subject line, as noted above, is written on the same line as the salutation.

The firm name is not included if the official's name is printed on the letterhead. If his name is not printed, the firm's name is centered on the line provided for it. The same procedure is followed with regard to the official's name. His title, however, is always included and is centered on the page. The dictator-typist initials are written on the same line as the dictator's title and are flush with the left-hand margin.

Sincerely

JAJ:h
Encl.

President

D E N V E R E X H I B I T K

January 15, 1945

AIR MAIL

Opportunity Business Company
13th and Welton Streets
Denver 4, Colorado

Attention of Mr. John Doe

Subject: Business Letters

This Denver firm's letters are streamlined. Neither a salutation nor a complimentary close is used. A modified block style with open punctuation is followed. Paragraphs in the letter are also blocked.

The date line is typed two spaces below the printed letterhead and is centered under Denver, Colorado. If the letter is being sent by air mail or in some other special way, the information is typed in capital letters under the date.

The inside address is typed on the same line as the date or one space below it, as the firm uses window envelopes. The attention line is typed flush with the left margin, two spaces below the address. The subject line is also typed flush with the left margin, but is dropped sufficiently so that it will not show when the letter is inserted in the window envelope.

This is how quoted matter is handled:

Quoted material is usually indented. However, if a wide tabulation is necessary, it may be typed even with the margins of the letter or may even extend equally into both margins.

The name of the firm is not typed on the letter. The name of the dictator is written flush with the left margin, followed by the typist's initials. His department is written on the same line as his name and even with the right-hand margin.

If the letter is to be sent by regular mail and contains enclosures, a little sticker is attached to the letter. If it is sent by air mail and has an enclosure, the word Enclosure is typed directly under the dictator's name.

J. A. Johnson:YB

Sales Department

D E N V E R E X H I B I T L

January 15, 1945.

Mr. John Doe,
13th and Welton Sts.,
Denver 4, Colorado.

Dear Mr. Doe:

This Denver business firm uses the indented form of letter and close punctuation. Its paragraphs are indented five spaces.

The date line is written immediately under the letterhead. When an attention line is used, it is centered on the page. A subject line is seldom used. "Gentlemen:" or "Dear Mr. Doe:" is the preferred salutation.

"Yours very truly," is the preferred complimentary close. The firm name is not included, nor is the dictator's name. The dictator's title is included.

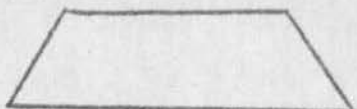
It is interesting to note that the dictator-typist initials do not appear on the original letter at all. This information is placed on the carbon copy only when the letter is finished. A number system is used, such as 30-A-1, meaning the file number, addressee's name, and the dictator's number.

Yours very truly,

Manager.

P.S. Postscripts are prefaced with the initials and are paragraphed as in the letter itself.

D E N V E R E X H I B I T M



January 15, 1945.

Mr. John Doe,
13th and Welton Sts.,
Denver 4, Colorado.

Dear Mr. Doe:

Subject: Business Letters.

This Denver business firm uses a modified block style with close punctuation. The first line of the letter is indented ten spaces.

The date is centered under the letterhead. Words in the address, such as Street, Avenue, State, are sometimes abbreviated if the address is long. The subject line is written flush with the right-hand margin, as is the attention line when it is used.

The preferred complimentary close is "Yours very truly." Note the signer's name and stenographer's initials are begun on the same line as the complimentary close.

J.A.Jones--mms
cc to Mr. Smith
Enc. 2 cks.

Yours very truly,

DENVER BUSINESS FIRM

Manager .

P.S. The postscript, prefaced by the two initials, is paragraphed as for the letter itself.

SUBJECT:

MAILABLE LETTERS

Related

INFORMATION

I

Sheet

TITLE OF UNIT:

Mechanics of Business Letters
Typed to General Public

Page 1 of 2 Pages

FIELD:

Office Work

INCLUDES: (1) DEFINITION; (2) ESSENTIAL FACTS, IDEAS, AND PROCEDURES; (3) SKETCHES; (4) QUESTIONS; (5) REFERENCES

DEFINITION: A mailable letter is one that a careful and competent business correspondent is willing to sign and mail.

ESSENTIAL FACTS, IDEAS, AND PROCEDURES

Importance of Well-typed Business Letters:

The worth and value of a person are often judged by the appearance he makes--whether he is neat and clean, whether his clothes are conservative and well kept. Reputable firms take these factors into consideration when hiring a person as their representative or salesman.

Every business letter, in turn, is a representative and salesman of the firm that mails it out. Just as in the case of the real-life salesman, the finest and most advantageous message possible may be wasted unless the letter's general appearance makes a favorable impression upon the one who receives it.

Mailability and Non-Mailability:

A survey made in 1944 of the letter-writing practices of large Denver firms shows the following:

A letter is mailable if:

1. It follows closely the thought of the dictator or writer.
2. It contains no omissions of necessary parts of the letter, such as the date line; no omissions in the body of the letter of a word, phrase, clause, or sentence.
3. It is well balanced on the page with side margins even.
4. Its wording is letter-perfect or its typographical errors can be neatly and easily corrected.

Correctible errors include: struck-over letters, transposed letters, "ghost" letters resulting from uneven touch, transposed figures, wrong letter or figure struck, errors in capitalization, capital letters not on the line, punctuation errors, and sometimes errors in word division and hyphenation.

5. It is free from smudges and fingerprints.

A letter is non-mailable if:

1. It changes the message or thought of the writer.
2. It is placed too high or too low on the page.
3. Its side margins are not fairly even.
4. It omits or repeats a word, phrase, clause, or sentence.
5. It contains errors, such as those mentioned under No. 4 in the section on mailable letters, that cannot be easily, quickly, and neatly corrected.
6. It contains noticeable and untidy erasures, smudges, and fingerprints that cannot be eliminated.

Proofreading:

The typist should be her own proofreader, training herself to catch and correct her errors before the letter is presented for signature and mailing. Such a process not only saves the time of the typist and of the dictator, but also builds the prestige and reputation of the typist's ability and worth.

QUESTIONS:

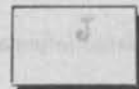
1. Why is it important that a letter present a pleasing appearance?
2. When are erasures allowed in business letters?
3. What is the value of proofreading?

REFERENCES:

- Deffendall, P. H., Actual Business English, pp. 322-323. The MacMillan Company, New York, 1943.
- Gates Rubber Company, You and Transcribing, p. 21. The Company, Denver, 1944.
- Loso, Foster W. and Agnew, Peter L., Secretarial Office Practice, Third edition, pp. 63-64. South-Western Publishing Company, Cincinnati, 1943.

SUBJECT:

WORD DIVISION

Related
INFORMATION
Sheet

TITLE OF UNIT:

Mechanics of Business Letters
Typed to General Public

FIELD:

Office Work

Page 1 of 4 Pages

INCLUDES: (1) DEFINITION; (2) ESSENTIAL FACTS, IDEAS, AND PROCEDURES; (3) SKETCHES; (4) QUESTIONS; (5) REFERENCES

DEFINITION: Word division refers to the correct division of words at the end of a typewritten line. Typists should consult their dictionaries when in doubt as to correct syllabication, but should also be aware that certain fixed rules apply to typed word divisions which do not conform to dictionary practices. Word division should be studied carefully, as it is an important factor in typing business letters correctly.

ESSENTIAL FACTS, IDEAS, AND PROCEDURES**A. AVOID, if possible, DIVISION OF WORDS UNDER THESE CIRCUMSTANCES:**

1. The last word on a page.
2. The last word in more than two successive lines within a paragraph. A slightly irregular right-hand margin is preferable.

B. NEVER DIVIDE A WORD UNDER THESE CIRCUMSTANCES:

1. A word of one syllable.

Examples: the coat sale none read said

2. A two-syllable word pronounced as one syllable.

<u>Examples:</u>	<u>Right</u>	<u>Wrong</u>
seemed	seemed	seem-ed
beamed	beamed	beam-ed

3. A single letter from the rest of a word, either at its beginning or at its ending.

<u>Examples:</u>	<u>Right</u>	<u>Wrong</u>
adopt	adopt	a-dopt
ready	ready	read-y

4. A two-letter carry-over to the next line.

<u>Examples:</u>	<u>Right</u>	<u>Wrong</u>
happy	happy	hap-py
pleasantly	pleas-antly	pleasant-ly

5. A word of four letters, regardless of whether it contains two or more syllables.

<u>Examples:</u>	<u>Right</u>	<u>Wrong</u>
duty	duty	du-ty

6. A personal name (nor the initials or title from the name.)

Examples:

Jackson

Mr. Jones

E. P. Jones

Right

Jackson

Mr. Jones

E. P. Jones

Wrong

Jack-

son

Mr.

Jones

E. P.

Jones

7. One part of an abbreviation from another.

Examples:

f.o.b.

a.m.

Right

f.o.b.

a.m.

Wrong

f.o.

b.

a.

m.

8. A qualifying sign from the figures to which it belongs.

Examples:

\$15

6%

No. 692

Right

\$15

6%

No. 692

Wrong

\$

15

6

%

No.

692

9. Numbers in the same grouping expressed in figures unless the amount is long.

Examples:

\$16.50

BUT:

\$16,521,695.71

Right

\$16.50

\$16,-

521,695.71

Wrong

\$16.

50

C. DO DIVIDE WORDS UNDER THESE CIRCUMSTANCES:

1. Between syllables only in words of five or more letters.

Examples:

salesman

station

comfort

Right

sales-man

sta-tion

com-fort

Wrong

sale-sman.

stat-ion

conf-ort

2. Between syllables when two or more letters remain on the first line and three or more letters can be carried over to the next line.

Examples:

product

inform

exact

Right

prod-uct

in-form

ex-act

3. After a prefix and before a suffix (unless the suffix is composed of only two letters).

Examples:

helpful
poorly
disclose

Right

help-ful
poor-ly
dis-close

Wrong

poor-ly

4. Only at the hyphen in a compound word.

Examples:

by-product
ex-President

Right

by-product
ex-President

Wrong

by-prod-uct
ex-Presi-dent

5. Before ing in present participles.

Example:

buying

Right

buy-ing

EXCEPTION: When the final consonant doubles before the ing, the additional consonant is carried over with the ing.

Examples:

shipping

Right

ship-ping

Wrong

shipp-ing

6. If a single vowel forms a syllable in the middle of a word, it is attached to the preceding syllable and the word then divided.

Examples:

handicap
emulate

Right

handi-cap
emu-late

Wrong

hand-icap
em-ulate

EXCEPTION I: When the word ends in a two-letter syllable preceded by a single vowel, the vowel is joined to the final syllable to make division possible.

Examples:

casual
handily
congruity

Right

cas-ual
hand-ily
congru-ity

Wrong

casu-al
handi-ly
congrui-ty

EXCEPTION II: When a or i stand alone before ble. (Consult your dictionary when in doubt on this.)

Examples:

manageable
advisable

Right

manage-able
advis-able

Wrong

manage-blo
advisa-ble

BUT:

blamable

blama-ble

blam-able

(a does not stand alone; it is part of the syllable ma: i.e., bla-ma-ble).

7. Between two vowels pronounced separately which come together within a word.

<u>Example:</u>	<u>Right</u>	<u>Wrong</u>
continuation	continu-ation	continua-tion

8. Between two consonants standing between vowels when the pronunciation permits. (Consult your dictionary if in doubt as to the correct pronunciation.)

<u>Examples:</u>	<u>Right</u>	<u>Wrong</u>
excellent	excel-lent	excell-ent
running	run-ning	runn-ing

permitted	permit-ted	permitt-ed
BUT NOT:		
Wednesday	Wednes-day	Wed-nesday
service	serv-ice	ser-vice

QUESTIONS:

1. Some of the following words can be divided: others cannot. Which can and which cannot and why? Where divide?

adept	today	passed	passive
participate	party	telegram	busily
bushel	ado	uniformed	evening
even	uneven	sale	willing
after	p.m.	Dr. Mason	compatible
changeable	casual	\$10.53	\$10,652,321
running	highway	ready	by-product
knowledge	stipulate	magazine	rightly
important	experiment	faced	gladiator
teemed	baffle	post-war	executor

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Taintor, Sarah Augusta and Monroe, Kate M., The Secretary's Handbook, Sixth edition, pp. 64-79. The MacMillan Company, New York, 1943.

SUBJECT:

CORRECT SPELLING

Related

INFORMATION

K

TITLE OF UNIT:

Mechanics of Business Letters

Typed to General Public

Sheet

1

2

FIELD:

Office Work

Page

of

Pages

INCLUDES: (1) DEFINITION; (2) ESSENTIAL FACTS, IDEAS, AND PROCEDURES; (3) SKETCHES; (4) QUESTIONS; (5) REFERENCES

DEFINITION: Correct spelling is essential in business letters. Poor spelling cannot be tolerated in correspondence as it detracts from the effectiveness of the message.

ESSENTIAL FACTS, IDEAS, AND PROCEDURES

Especially important in business letters is the correct spelling of proper names. Phonetic spelling of words, such as tho for though, and thru for through, should be avoided in business correspondence.

A good dictionary makes an excellent spelling reference. Every typist should own her own dictionary and keep it handy for ready use, as even the best of spellers occasionally need to look up the correct or preferred spelling of words. One dictionary recommended is Webster's Collegiate Dictionary, Fifth edition.

Typists who are not good spellers should make an earnest effort to correct this difficulty, for poor spelling is a time-taker. Spelling rules are found in most grammars and business English books, and in Webster's Collegiate Dictionary. These rules, as well as other information of value to the typist, may be found in The Secretary's Handbook by Taintor and Monroe.

QUESTIONS:

None.

REFERENCES:

Deffendall, P. H., Actual Business English, pp. 164-172. The MacMillan Company, New York, 1943.

Gates Rubber Company, You and Transcribing, pp. 18-19. The Company, Denver, 1944.

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Taintor, Sarah Augusta and Monro, Kate M. The Secretary's Handbook, Sixth edition, pp. 93-110. The MacMillan Company, New York, 1943.

Webster, Noah, Webster's Collegiate Dictionary, Fifth edition. G. & C. Merriam Co., Springfield, Massachusetts, 1936.

ESSENTIAL FACTS, IDEAS, AND PROCEDURES

Especially important in business letters is the correct spelling of proper names. Phonetic spelling of words, such as the following, and turn for through, should be avoided in business correspondence.

A good dictionary makes an excellent spelling reference. Every typist should own her own dictionary and keep it handy for ready use, as even the best of spellers occasionally need to look up the correct or preferred spelling of words. One dictionary recommended is Webster's Collegiate Dictionary, Fifth edition.

Typists who are not good spellers should make an earnest effort to correct this difficulty, for poor spelling is a time-taker. Spelling rules are found in most grammars and business English books, and in Webster's Collegiate Dictionary. These rules, as well as other information of value to the typist, may be found in The Secretary's Handbook by Taintor and Monro.

QUESTIONS:

None.

REFERENCES:

DeFendall, P. H., Actual Business English, pp. 164-173. The MacMillan Company, New York, 1943.

Gates Rubber Company, You and Transcribing, pp. 18-19. The Company, Denver, 1944.

Loos, Foster W. and Agnew, Peter L., Secretarial Office Practice, Third edition, pp. 110-119. South-Western Publishing Company, Cincinnati, 1944.

Montgomery Ward & Co., Inc., Your Letter, Miss! pp. 36-39. The Company, Chicago, 1944.

Swift & Company, Correspondence Instructions, pp. 20-21. The Company, Chicago, 1944.

SUBJECT:

ABBREVIATIONS

Related

INFORMATION

L

Sheet

TITLE OF UNIT:

Mechanics of Business Letters
Typed to General Public

Page 1 of 6 Pages

FIELD:

Office Work

INCLUDES: (1) DEFINITION; (2) ESSENTIAL FACTS, IDEAS, AND PROCEDURES; (3) SKETCHES; (4) QUESTIONS; (5) REFERENCES

DEFINITION: Abbreviations are shortened forms of words. They should be used sparingly, and should be avoided particularly in the body of a letter except for certain standardized forms.

ESSENTIAL FACTS, IDEAS, AND PROCEDURES

The following rules govern the use of abbreviations:

I. Addresses:

- A. Such words as Street, Avenue, Road, Place, may be abbreviated in the inside address and on the envelope, though spelling in full is preferable.
- B. North, East, South, West are written in full when they precede the word Street, Avenue, Road, but are abbreviated to N., E., S., W. when they follow such words.

Examples: 1251 West 125th Street

BUT: 364 Northrup Street, N.W.

- C. Use In care of rather than c/o.

II. Body of a Letter

- A. Use only certain accepted abbreviations in the body of a letter. Among these are: a.m., p.m., f.o.b., C. O. D., or c.o.d., Mr., Mrs., Dr., and certain recognized agencies and organizations as YWCA, OPA, FBI, KOA.
- B. Avoid the abbreviations of such words as Street, Avenue, Place, in the body of a letter.
- C. Avoid the abbreviations of the names of states and territories in the body of a letter.

III. Proper Names:

A. Cities:

- 1. Do not abbreviate the names of cities except Saint which is written St.

Examples:

Right

Wrong

San Francisco

S. F.

Chicago

Chi.

St. Louis

Saint Louis

B. Companies:

1. Abbreviate only those words that the company itself abbreviates in its official signature.

Examples taken from letterheads and recent advertisements:

Continental Oil Company
Garrett-Bromfield Company
Household Finance Corporation
The May Company
Swift and Company
Safeway Stores, Incorporated

BUT:

Flowers, Inc.
Mutual Life Ass'n.
The Thos. F. Daly Agency Co.
Woodruff Bros.

C. Persons:

1. Never abbreviate the surname (family name).
2. Use initials for the given names only if the individual uses the initials consistently.

Examples: E. Edwin Black
E. E. Black

3. Abbreviate given names, such as Thos., Edw., Chas., and Wm., only if the individual abbreviates them consistently.

D. States and Territories:

1. According to the U.S. Official Postal Guide, the following have no approved form of abbreviation:

Alaska	Hawaii	Idaho	Iowa	Maine
Ohio	Utah	Texas		

2. The District of Columbia is abbreviated to D. C. when preceded by the city of Washington; otherwise, it is written in full.

Examples:

The Lincoln Memorial is in Washington, D. C.
Residents of the District of Columbia have no vote.

3. Accepted abbreviations for the other states and territories are as follows:

Alabama.....	Ala.	Nevada.....	Nev.
Arizona.....	Ariz.	New Hampshire....	N. H.
California.....	Calif.	New Jersey.....	N. J.
Colorado.....	Colo.	New Mexico.....	N. Mex.
Connecticut....	Conn.	New York.....	N. Y.
Delaware.....	Del.	North Carolina...	N. C.
Florida.....	Fla.	North Dakota.....	N. Dak.
Georgia.....	Ga.	Oklahoma.....	Okla.
Illinois.....	Ill.	Oregon.....	Oreg.
Indiana.....	Ind.	Pennsylvania.....	Pa.
Kansas.....	Kans.	Puerto Rico.....	P. R.
Kentucky.....	Ky.	Rhode Island.....	R. I.
Louisiana.....	La.	South Carolina...	S. C.
Maryland.....	Md.	South Dakota.....	S. Dak.
Massachusetts..	Mass.	Tennessee.....	Tenn.
Michigan.....	Mich.	Vermont.....	Vt.
Minnesota.....	Minn.	Virginia.....	Va.
Mississippi....	Miss.	Washington.....	Wash.
Missouri.....	Mo.	West Virginia....	W. Va.
Montana.....	Mont.	Wisconsin.....	Wis.
Nebraska.....	Nebr.	Wyoming.....	Wyo.
Phillippine Islands....		P. I.	

The above abbreviations may be used in the inside address and on the envelope, though spelling in full is preferable.

IV. Titles:

A. Titles preceding a name:

1. Mr., Messrs., Mrs., Mmes., Dr., and Drs. are accepted standardized abbreviations, whether they precede the name written in full or only the surname.

Examples: Mr. J. B. Evans
Mrs. Marion Evans
Messrs. Haliday and Evans
Dear Dr. Johnson:

2. Other titles may be abbreviated when they precede the name written in full. When they immediately precede the surname only, the title is spelled out.

Examples: Col. R. M. Young

BUT:

Dear Colonel Young:
Professor Smithson

3. The titles, Honorable and Reverend, are preferably spelled in full. When The precedes either, the title must be written out. When the given name or initials are not given, The Reverend Dr. or The Reverend Mr. is used.

Examples: Reverend (or Rev.) John R. Jackson
 BUT:
 The Reverend Dr. Jackson
 The Honorable Benjamin F. Stapleton

B. Titles following a name:

1. Senior and Junior are abbreviated and are separated from the surname by a comma. A comma also follows the abbreviation within a sentence.

Examples: James C. Adams, Jr.
 Mr. John Adams, Sr., will speak.

2. Second and Third are indicated by the abbreviations 2d and 3d or by the Roman numerals II or III.

Examples: James B. Adams 2d
 John Adams III

3. A person's name may be preceded and followed by a title, provided the two titles do not indicate the same honor or achievement.

Examples: Different honors:

Dr. John Adams, President
 Mr. John Adams, Manager

Same honors: (hence only one)

John Adams, M. D.
 John Smith, D. D.
 John Smith, Esq.

- or -

Dr. John Adams
 Dr. John Smith

- but NEVER -

Dr. John Adams, M. D.
 Reverend John Smith, D. D.
 Mr. John Smith, Esq.

V. Miscellaneous:

- A. Preceding a figure, the word number is written No. and the word page, p. (Plurals: Nos., pp.) They are both written in full when they do not immediately precede figures.

Examples: The policy is No. 342.

See p. 492. BUT: The pages are cut.

- B. The possessive of abbreviations is formed by adding apostrophe s ('s).

Example: The OPA's order is clear.

- C. The plural of a capitalized abbreviation is formed by adding s only.

Example: YMCAs are found all over the world.

- D. The plural of an abbreviation made up of small letters, signs, and symbols is formed by adding apostrophe s ('s).

Example: The plural of c.o.d. is c.o.d.'s.

QUESTIONS:

1. The following persons and firms write their signatures as follow. How would you write their names?

Jas. E. Bronson	Richard Ives Company
Charles Edward Hughes	Tom Killian, Inc.
2. What are the correct abbreviations for the following:
Alabama? Utah? Alaska? Colorado? New Mexico?
3. Which is correct?
Mr. Jack Beyers
In care of Opportunity School
Denver, Colorado
- or -
Mr. Jack Beyers
c/o Opportunity School
Denver, Colorado
4. Which of the following are correct or incorrect and why?
Dr. James T. Black, M. D.
The Reverend Dr. Clay
Dear Lt. Comdr. Paulson:
Mr. Jamieson, Superintendent
Paul A. Parker, Jr.
Mr. Paul P. Parker III
5. Write the following correctly:
The policy is (number, No.) 352.
My phone (number, No.) is CHerry 5035.
What (page, p.) are you on?
The (FBIs, FBI's) record has been outstanding.

REFERENCES:

Deffendall, P. H., Actual Business English, pp. 48, 232-237.
The MacMillan Company, New York, 1943.

Loso, Foster W. and Agnew, Peter L., Secretarial Office Practice, Third edition, pp. 137-142. South-Western Publishing Company, Cincinnati, 1943.

Montgomery Ward & Co., Inc., Your Letters, Miss! pp. 4-7.
The Company, Chicago, 1944.

Taintor, Sarah Augusta and Monro, Kate M., The Secretary's Handbook, Sixth edition, pp. 137-177. The MacMillan Company, New York, 1943.

QUESTIONS:

1. The following persons and firms write their signatures as follows. How would you write their names?
Charles Edward Hughes
Tom Kilian, Inc.
Richard Ives Company
Jas. E. Brownson

2. What are the correct abbreviations for the following:
Alabama? Utah? Alaska? Colorado? New Mexico?

3. Which is correct?
Mr. Jack Beyer
in care of Opportunity School
Denver, Colorado
or
Mr. Jack Beyer
c/o Opportunity School
Denver, Colorado

4. Which of the following are correct or incorrect and why?
Mr. James F. Black, M. D.
The Reverend Dr. Clay
Dear Mr. Comdr. Paulson
Mr. Jamison, Superintendent
Paul A. Parker, Jr.
Mr. Paul F. Parker III

5. Write the following correctly:
The policy is (number, No.) 322.
My phone (number, No.) is CHERRY 8035.
What (page, p.) are you on?
The (BIA, FBI's) record has been outstanding.

INCLUDES: (1) DEFINITION; (2) ESSENTIAL FACTS, IDEAS, AND PROCEDURES; (3) SKETCHES; (4) QUESTIONS; (5) REFERENCES

DEFINITION: Numbers are written both as figures and as words. By following the rules below, the typist will know when to use figures and when to spell out the amount.

ESSENTIAL FACTS, IDEAS, AND PROCEDURES

For convenience, rules governing numbers are divided into parts.

A. General Rules:

1. A number at the beginning of a sentence is ALWAYS written out even though other numbers are expressed in figures in the same sentence.

Examples: Six cases arrived today.
Two of the boys earned as much as \$100.

2. Round numbers and numbers from one to one hundred are usually spelled out. Numbers above one hundred, unless round numbers, are written in figures. When three or more numbers are used in a series, figures used for all.

Examples: Our firm employs twenty salesmen.
The city employs about twelve hundred.
Our firm employs twenty-one salesmen.
Our Denver office has 63 employees; our
Kansas City office, 126 employees; and
our Portland office, 50 employees.
We sold 925 cases of merchandise last
month.

3. Common fractions appearing alone are written out.

Example: He has finished one-third of the work.

4. Decimals are always expressed in figures.

Example: The stock is priced to yield 5.22 per cent.

5. Numbers preceded by such words as Policy No., page, line, verse, Volume, telephone exchange, and size, are written in figures.

Examples: Main 6325 No. 29 Vol. 6 page 762

6. Numbers used as adjectives below one hundred should be spelled out.

Examples: The third time I called I got her.
 BUT - Mine was the 115th number called.

7. In unit modifiers, the number part is written in figures.

Examples: A 4-quart bottle A 5-room house

B. Addresses:

1. Figures are used for all street numbers.

Example: 1561 Welton Street.

2. Numbered street names up to and including ten are written out. Figures with the proper suffix (th, nd, rd, st) are used if the street name is a long number or composed of several figures. If figures are used for both the house number and the street name and the latter bears no North, East, South, West, a dash should separate the house from the street figures.

Examples: 1212 Fifth Avenue

212 West 68th Street

1212-2125th Street

C. Ages:

1. Ages of persons are spelled out unless they include months and days.

Examples: The firm is twenty-eight years old.

BUT - The boy's age is 18 years 6 months.

D. Dates:

1. The month is written out, but figures are used for the day and the year. A suffix (st, nd, rd, th) is not used after the day UNLESS it precedes the name of the month.

Examples: January 15, 1945

War received the order on December 20.

BUT - He will arrive on the 21st of February.

E. Measurements:

1. Measurements of distance, weight, dimensions, degrees, and so forth, are written in figures when they represent whole or mixed numbers.

Examples: 58 miles 6'5" 126 pounds

3 1/2 pounds

F. Sums of Money:

1. Amounts of money are written in figures (except at the beginning of a sentence). Amounts of less than one dollar, except in tabulation, are followed by the word cents.

Examples: Please send us your check for \$25.75.
Six dollars is the cost of the tickets.
The paper cost 65 cents.

2. In writing even sums of dollars, the decimal and ciphers are omitted except in tabulations.

Example: A sum of \$123 is due on this account.
BUT - The bills amounted to:

\$123.00
46.75
.75
<hr/>
\$170.50

G. Time of Day:

1. The time is expressed in figures when followed by the abbreviations p.m. and a.m. The hour and the minutes are separated by a colon.

Example: His train arrived at 12:30 a.m.

2. The hour is spelled in full when the word o'clock is used.

Example: He came at eight o'clock.

QUESTIONS:

1. Write the sentences below, using whichever figure is correct:
 - a. His address is (1000, One Thousand) Dahlia Street.
 - b. He traveled (92, ninety-two) miles today, which is just (1/4, one-fourth) of the distance.
 - c. The check was due on February (21, 21st). It did not arrive, however, until the (2, 2nd) of March.
 - d. The man is (68, sixty-eight) years old.
 - e. Attached is (\$25, \$25.00) to apply on my account.
 - f. Approximately (1500, fifteen hundred) persons attended the game.
 - g. His appointment is for (9:00, nine) a.m.
 - h. The address is (1,735, 1735) Glenarm Place.
 - i. The policy is No. (62, Sixty-two).
 - j. May I call at (4:00, four) o'clock today?
 - k. Street car tokens are (3, three) for (\$.25, 25 cents).

- l. On sale today: (25, twenty-five) dresses, size (16, sixteen); (20, twenty) dresses, size (14, fourteen); and (112, one hundred twelve) dresses, size (12, twelve).
- m. (15, Fifteen) carloads of goods arrived today at the (9th, Ninth) Street Station.
- n. She is the (4th, fourth) new employee this month.

REFERENCES:

Deffendall, P. H., Actual Business English, pp. 230-232. The MacMillan Company, New York, 1943.

Gates Rubber Company, You and Transcribing, pp. 5-8. The Company, Denver, 1944.

Loso, Foster W. and Agnew, Peter L., Secretarial Office Practice, Third edition, pp. 147-150. South-Western Publishing Company, Cincinnati, 1943.

Montgomery Ward & Co., Inc., Your Letters, Miss! pp. 22-25. The Company, Chicago, 1944.

Swift & Company, Correspondence Instructions, p. 25. The Company, Chicago, 1944.

Taintor, Sarah Augusta and Monro, Kate M., The Secretary's Handbook, Sixth edition, pp. 86-92. The MacMillan Company, New York, 1943.

SUBJECT:

Related

INFORMATION

N

Sheet

TITLE OF UNIT:

Mechanics of Business Letters

Typed to General Public

1

3

Page

of

Pages

FIELD:

Office Work

INCLUDES: (1) DEFINITION; (2) ESSENTIAL FACTS, IDEAS, AND PROCEDURES; (3) SKETCHES; (4) QUESTIONS; (5) REFERENCES

DEFINITION: Capitalization lends emphasis and importance to the word capitalized, and is used to designate the name of a person, position, place, or specific thing. Since over-use of capitalization detracts from the effectiveness of business correspondence, it is highly desirable that basic rules be followed consistently.

ESSENTIAL FACTS, IDEAS, AND PROCEDURES

Capitalize:

1. First word of a sentence.

Example: Your check was received today.

2. First word of a direct quotation, but not the second part of an interrupted quotation.

Example: The notice read: "No exchanges permitted."

BUT - "We are happy to announce," the manager said, "the opening of our new store."

3. Proper nouns (names of persons, trade names, business firms and organizations, specific places, countries and inhabitants thereof, full names of buildings, hotels, theatres, departments, and so forth).

Example: James J. Goodwin, of the Department of Commerce, will address the employees.
The Emily Griffith Opportunity School is located at the corner of Thirteenth and Welton Streets in Denver, Colorado.

4. Title of a person when (a) it immediately precedes his name; or (b) it is not part of a sentence but stands alone as in a salutation or typed signature of a letter.

Example: He referred the matter to Judge Mathieson.
Dear Sir: Floyd A. Maroney
Sales Manager

Precaution: Business titles are not capitalized, except as noted above, when they follow the proper name.

Example: Mr. Mason is president of the company.

5. Specific geographic sections of the country or inhabitants thereof. If only direction is indicated, the word is not capitalized.

Examples: His arguments appeal to Westerners.
He is known throughout the Midwest.

BUT - The store is three blocks south.
(direction)

6. Proper adjectives (derived from a proper noun).

Examples: She bought an Irish linen tablecloth.
He is an American citizen.

7. Days of the week, months, holidays.

Examples: Christmas Day fell on Monday this year.
The sale will begin the middle of August.

8. The pronoun I.

Example: When the order comes in, I will fill it.

9. First word of the salutation and of the complimentary close of a letter.

Examples: My dear Mr. Johnstone:
Very truly yours,

10. Words before figures when the reference is specific (except: page, line, verse). The first two letters in the name of a phone number in the dial system are often capitalized.

Examples: Policy No. 6342-1 Tabor 5231
BUT - The reference is on page 469

11. First word and all important words of a title. (Important words in the title: nouns, pronouns, verbs, adverbs, adjectives, and sometimes long prepositions. Unimportant words in the title: conjunctions, articles, short prepositions, are not capitalized.

Example: I suggest you read his book, The Art of Selling.

QUESTIONS:

1. Supply the correct capitalization in the following:

- tell mr. marsten to call me at main 0561.
- the salutation this company prefers is "dear air" or "dear mr. smith."
- "crops," he said, "were plentiful in the midwest this year."
- vacations will be limited to the month of july.

- e. labor day always falls on monday.
- f. president j.b. jamison is staying at the albany hotel, and i plan to call on him today.
- g. if you will look on page 42 of her book, smart women at work, you will see the passage i mean.
- h. john vivian was elected governor of colorado in november.
- i. his watch is an elgin, made by an american firm.
- j. the letter is signed john adams, personnel director, and the complimentary close used is "very sincerely yours."

REFERENCES:

Gates Rubber Company, You and Transcribing, pp. 8-13. The Company, Denver, 1944.

Losco, Foster W. and Agnew, Peter L., Secretarial Office Practice, Third edition, pp. 142-144. South-Western Publishing Company, Cincinnati, 1943.

Montgomery Ward & Co., Inc., Your Letters, Miss! pp. 8-9. The Company, Chicago, 1944.

Taintor, Sarah Augusta and Monroe, Kate M., The Secretary's Handbook, Sixth edition, pp. 1-27. The MacMillan Company, New York, 1943.

6. Labor day always falls on Monday.
7. President J.B. Jackson is staying at the Albany hotel, and I plan to call on him today.
8. If you will look on page 48 of her book, Smart women at work, you will see the passage I mean.
9. John Vivian was elected governor of Colorado in November.
10. His watch is an eight, made by an American firm.
11. The letter is signed John Adams, personnel director, and the complimentary close used is "very sincerely yours."

REFERENCES:

- Gates Rubber Company, You and Transcription, pp. 8-18. The Company, Denver, 1944.
- Loose, Foster W. and Agnew, Peter L., Secretarial Office Practice, Third edition, pp. 142-144. South-Western Publishing Company, Cincinnati, 1943.
- Montgomery Ward & Co., Inc., Your Letters, Miss. pp. 8-9. The Company, Chicago, 1944.
- Tatner, Sarah Augusta and Monroe, Kate M., The Secretary's Handbook, Sixth edition, pp. 1-27. The Macmillan Company, New York, 1943.

TITLE OF UNIT:

Mechanics of Business Letters
Typed to General Public

Page 1 of 12 Pages

FIELD:

Office Work

INCLUDES: (1) DEFINITION; (2) ESSENTIAL FACTS, IDEAS, AND PROCEDURES; (3) SKETCHES; (4) QUESTIONS; (5) REFERENCES

DEFINITION: Punctuation is used (1) to indicate the end of sentences through the use of the period, question mark, or exclamation point; and (2) to clarify the meaning of sentences through the use of the comma, colon, semicolon, dash, and certain other punctuation marks. Though the tendency today is toward simplification of punctuation in business letters, it is still necessary to follow fundamental rules.

ESSENTIAL FACTS, IDEAS, AND PROCEDURES

I. Ending Punctuation:

A. The period is used:

1. To mark the end of every sentence that is neither a direct question nor an exclamation. (A sentence is a complete thought expressed in words.)

Example: The sale will take place tomorrow.

2. After initials in a name or an abbreviation of a proper name.

Example: R. L. Mathison Wm. L. Wylie

3. After most abbreviations.

Examples: Robert Mason, Jr., of St. Louis, will call on you at 9:30 a.m. Tuesday.
Send the goods c.o.d. to my home.

Exception 1: Offices and agencies of the Federal Government, such as SEC, OPA, WIB.

Exception 2: Words commonly used, such as IOU, OK, Al.

4. To denote an omitted word or words from quoted matter. Usually three periods or dots are used when the matter omitted is not at the end of a sentence; four dots are used when the omitted part does end with a period.

Example: The president of the company said: "It is expected that next year ... profits will be higher."

5. Before decimal fractions.

Examples: 10.45 per cent .0631

6. Between dollars and cents expressed in figures.

Examples: \$10.45 \$6.01

B. The question mark is used:

1. After a direct question, but not after an indirect question or an interrogative sentence that expresses a courteous request.

Example: Do you see the window display?

BUT - May we ask that you send your check promptly.

He asked whether you had seen the window display.

C. The exclamation point is used:

1. To express strong feeling. The thought expressed may be a complete sentence, a phrase, or a word.

Example: A sale you can't afford to miss!

How pleased we were to see him!

II. Clarifying Punctuation:

A. The comma is used:

1. To set off the name of a person addressed in the body of the letter.

Example: We are sure, Mr. Evans, that your order will receive our prompt attention.

2. To set off words and phrases in apposition (an expression which stands for a noun or pronoun already mentioned in the sentence, but which is non-essential to the meaning of the sentence.)

Example: We shall notify Mr. Jackson, our branch manager, of your decision.

3. To set off the name of a state when used with a city in either a sentence or address.

Examples: Mr. John Ryan
1115 Colorado Building
Denver 2, Colorado

Our branch factories are located at
Dayton, Ohio, and at Portland, Oregon.

4. To set off an introductory word or long phrase.

Example: To correct the error made in your account, we will mail you a check immediately for \$100. In turn, we shall appreciate your depositing the check at once. Marked down in price, the goods sold readily.

5. To set off parenthetical words, phrases, or clauses which have no grammatical relation to the rest of the sentence.

Example: We are sure, however, that the goods will be sent you early next week.

6. Before the conjunction in a compound sentence.

Example: Your letter has been received, but the check mentioned was not enclosed.

7. To set off a subordinated clause preceding the main clause. (Note: no comma is used if the subordinate clause follows the main clause.)

Example: If you want to see Mr. Jones next week, we suggest you make an appointment.

BUT - We suggest you make an appointment if you wish to see Mr. Jones next week.

8. To set off nonrestrictive phrases or clauses (nonrestrictive if the main clause of the sentence is complete without it and is also a true statement without it.) Note: no comma is used if the phrase or clause is restrictive.

Examples: Nonrestrictive:

Our office, located at 17th and Champa, is on the ground floor of the Boston Building.

Our store in Denver, which is well-known throughout the nation, is located in the heart of the downtown shopping district.

Restrictive:

Your check written in pencil is not acceptable.

The goods which Mr. Adams ordered today is to be canceled immediately.

9. To indicate omission of a word or words readily understood in the text.

Example: Sales in July were heavy; in August, light.

10. To separate the day of the month from the year; also following the year when it is used within a sentence.

Examples: The letter is dated December 21, 1944.
Your order of March 10, 1944, received our prompt attention.

11. To divide a number of four or more digits into groups of three, except numbers which indicate identification, such as a policy number, phone number, street address.

Example: The firm mailed out 1,627,000 letters last year.

BUT - Policy No. S-63527. Tabor 2014.

12. To separate unrelated numbers.

Example: In 1944, 300 new employees were hired to take care of the increase in business.

13. To separate a series of words, phrases, or short clauses in a continuous sentence. The comma before the coordinate conjunction (and, or, nor) connecting the last two words of a series may be omitted.

Examples: The dress is available in blue, red, yellow.

Our branch factory manufactures end tables, occasional chairs, and divans. The advertisement tells what the article is, where it can be bought, and how much it costs.

The letter may be sent by regular mail, by air mail, or by special delivery.

Today's plate lunch includes salad, a drink, and dessert. - OR -

Today's plate lunch includes salad, a drink and dessert.

14. To set off the abbreviation etc. in a sentence. It is preferable, however, to use the words "and so forth" rather than the abbreviation.

Example: Stenographers, receptionists, typists, bookkeepers, etc., are good examples of clerical workers.

15. Before of in connection with an address or position and after the address or position.

Example: Mr. Jones, of 1755 Welton Street, called today.

B. The semicolon is used:

1. To join two or more independent clauses when both the comma and the conjunction are omitted. It is when the two clauses seem better connected than when written separately.

Examples: Let the matter drop; the case is closed.

The supply increased; the price dropped.

2. Between a series of phrases that have commas within them.

Example: Policy No. 621 was written March 31, 1944; Policy No. 751, July 6, 1944; Policy 899, September 11, 1944.

3. Before a conjunctive adverb when such words introduce principal clauses. Some conjunction adverbs to watch for are: also, consequently, for, thus, hence, accordingly, however, if, nevertheless, therefore, otherwise.

Examples: You did not specify the size you wanted; therefore we are sending medium.

Profits rose last year; hence a bonus was paid to all employees.

4. Before words and abbreviations, such as i.e., for example, namely, when they introduce a list of items. A comma precedes the enumeration.

Example: I shall appreciate your sending the articles described above; namely, necklace, bracelet, ring.

C. The colon is used:

1. After salutations in business letters.

Examples: Gentlemen: Dear Mr. Emery:

2. Between the hours and the minutes when written as figures.

Example: See him at 9:30 a.m. tomorrow.

3. After a word, phrase, or sentence which introduces an enumeration, illustration, explanation, or formal quotation. The introduction may end with such expressions as: as follows, for example, the following.

Examples: When you call on Mr. Johnston, do these three things: get his full name and address; find out where he wants the goods sent; find out when he wants it sent.

The salesmanager read the following statement: "Bulletin No. 621 will be ready for distribution early next month."

D. Dashes are used:

1. To denote change in the sense or construction of a sentence. (Avoid this if possible in business letters.)

Example: Your letter came yesterday--no, day before yesterday.

2. To denote emphasis.

Example: Come any time--the sooner, the better.

3. Before or after a remark explained in a summarization. (A colon may be used instead.)

Example: They manufacture the article in three colors--red, blue, yellow.

4. Sometimes to introduce the expressions: such as, as, that is, for example, for instance.

Example: The bulletin outlines a few washing hints--for example, how to wash woollens.

E. Parentheses are used:

1. To enclose figures or numbers that mark a series of enumerated elements.

Example: The store stresses: (1) quality merchandise, (2) fair prices, and (3) prompt service.

2. To enclose figures verifying a number written out.
(Used more in legal work than in business letters.)

Example: I promised to pay him fifty dollars
(\$50).

3. To enclose injected material.

Example: If I see him today (which is unlikely),
I will tell him.

4. To enclose reference which has no grammatical
relation to the sentence.

Example: Today's score (see page 4) was unexpected.

5. Place other punctuation marks within the paren-
thesis if they are part of the parenthetical
matter; otherwise place them on the outside.

Examples: I will go today (if I can find the
time), and he will do the rest.

BUT - The report (Table 4, "Cost of Materials")
upholds his contention.

G. The hyphen is used:

1. To divide words at the end of a typewritten line.

See: Information Sheet J, Word Division.

2. To connect parts of a compound word.

Examples: He took a 3-mile walk.
He runs an up-to-date store.

H. Quotation marks are used:

1. To set off directly quoted matter.

Examples: He said, "May I help you?"
We wrote him as follows: "The ship-
ment was sent you by express as you
ordered."

2. To set off coined words, slang, or words used in
some special sense to which attention is directed
for the first time.

Examples: "Mark-up" is a term used in mer-
chandising.
The package is marked "fragile."

3. Before and after titles of articles, plays, lectures, reports, and subdivisions of publications.

Example: His report, "Business Efficiency," has been widely read.

4. Quotations with other marks of punctuation:

- a. A comma or colon introducing a quotation precedes the first quotation mark.

Example: He said, "I appreciate the courtesy you have shown me."

- b. The final comma or period in a quotation always precedes the final quotation mark, whether it is part of the quotation or not.

Example: "Explain the advantages," he said.

- c. Semicolons and colons always follow the final quotation mark, whether they are part of the quotation or not.

Example: He stamped the letter "air mail"; it should have been stamped "special delivery."

- d. Question marks and exclamation points precede the final quotation mark if they are part of the quoted matter; they follow the final quotation mark if they are not part of the quoted matter.

Examples: "It is urgent!" he cried.
Did you read the chapter entitled "Increasing Efficiency"?
He asked, "What is your full name and address?"

- e. When two or more consecutive paragraphs of the same material are quoted, a quotation mark is placed at the beginning of each quoted paragraph, but only at the end of the last quoted paragraph.

Example: We quoted the following:

"This is how the first paragraph should look.

"This is how the last paragraph is written."

f. A quotation within a quotation is set off with single quotation marks.

Example: He asked, "Did you read the article 'Selling Hints' in the new magazine?"

I. The apostrophe is used:

1. To show omission of a letter in a contraction. (Spelling in full is preferable in business letters.)

Examples: I can't see him until tomorrow.
He is a member of the Class of '45.

2. To form the plural of figures, letters, or coined nouns by adding apostrophe s ('s) to the singular.

Examples: The treaty was signed in the early 1900's.
There are three t's in the word settlement.

3. To form the possessive case of nouns as follows:

a. Apostrophe only:

- (1) Plural nouns ending in s add only the apostrophe to the plural noun.

Example: Ladies' dresses are on sale.

- (2) Proper names of more than one syllable and ending in s or an s sound (EXCEPT names ending in ce), usually add only the apostrophe to the name.

Example: Mr. Thomas' secretary called.
BUT - Lawrence's watch is an Elgin.

b. Apostrophe s ('s):

- (1) Singular nouns add apostrophe and s, whether or not it ends in an s sound.

Examples: The president's signature is required.

The witness's vote was recorded.

- (2) Plural nouns not ending in s add apostrophe s.

Example: Children's clothes are found on the second floor.

- (3) Proper names of one syllable and ending in s or s sound add apostrophe s.

Examples: His library contains a copy of Burns's poems.
Mr. Hertz's letter came today.

- (4) Indefinite pronouns (everyone, someone, one, nobody, everybody) add apostrophe s.

Example: Everyone's opinion was taken into consideration.

- c. Either apostrophe alone or apostrophe s depending upon the rules above:

- (1) Compound words or expressions add apostrophe alone or apostrophe s depending on the word.

Examples: The Denver Public Schools' program is one of the best in the country.
His son-in-law's home is in Indiana.

- (2) In a series of names denoting joint ownership, add apostrophe alone or apostrophe s to the last name.

Examples: Mary and John's home is in Denver.
Mary and Cassius' horse won the race.

- (3) In a series of names not denoting joint ownership, add apostrophe alone or apostrophe s to each of the names.

Examples: Mary's and Rufus' clothes are new.

- (4) Abbreviated words written in capitals add apostrophe alone or apostrophe s to the last initial in the series.

Example: The OPA's new order was announced.
The SEC's new head is Mr. Ives.

- d. Do not use an apostrophe to form the possessive of personal pronouns (his, hers, mine, yours, theirs, ours, its).

Example: My dress is white; hers is blue.

J. Underlining is used:

1. To emphasize certain words in a sentence.

Example: He told me to come now.

2. To denote the title of musical selections, bulletins, catalogs, and periodicals.

Example: The Reader's Digest is widely read.

QUESTIONS:

1. Put the periods where they belong in the following sentences:

- Mr C William Clayton will call at 10: a m
- We ahall appreciate your mailing a check for \$10 50 to Chas Q Newton This is the premium due on Policy No 1962
- Dr Bronsom, head of the OPA, addressed the meeting and said: "As soon as the war is over, rationing rules will be relaxed ceiling prices will be lowered "

2. Supply the period, question mark, or exclamation point as required in the following:

- He asked whether he could see them today
- How shall we send the package
- How could they do such a thing
- Will you please send the goods promptly

3. Put the commas where they belong in the following:

- In 1944 1536700 used cars changed hands in this area.
- Mr. Joyce head of the corporation will speak in Chicago Illinois on December 30 1944.
- Women's shoes hats and dresses are sold on the main floor.
- Mr. Smythe will be here tomorrow; Mr. Jackson next week.
- The order was received last week and the shipment was made immediately.
- Recognizing a bargain the customers bought the merchandise.
- Dr. Jackson of Mercy Hospital was the speaker.
- Mr. Evans please take this telephone call.

4. Supply the semicolons and colons needed in the following:

- a. There are several kinds of telegrams namely, fast messages, serial day letters, and time wire service.
- b. When he comes at 10 00 o'clock, tell him this We plan to go ahead with the construction.
- c. Dear Sir
- d. Prices are low sales are high.
- e. On Monday, the salesman saw three customers on Tuesday, three more on Wednesday, only one.

5. Insert the proper punctuation in the following:

- a. He said "Where shall I sign the order"
- b. Have you read his article "Selling by Mail"
- c. He called it "personal" I called it "confidential"
- d. "I can come " he said "but I cannot stay long"
- e. "Good work" he called.

6. Place the apostrophe where it belongs in the following:

- a. (Cass', Cass's) note says he will come.
- b. The (FBI's', FBI's) record has been outstanding.
- c. We went in (Grace and Allen's, Grace's and Allen's) car.
- d. (Everyones', Everyone's) responsibility is (no ones', no one's) responsibility.
- e. (Its, It's) good to see you.
- f. Mr. (Atkins', Atkins's) order is a large one, but Mr. (Kurtz', Kurtz's) is not.

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Plan Checked and
Approved by

of _____ Sheets

Use other side for sketches, outlines, computations, answers to questions, etc. Use additional sheets if necessary.

for Operation

TITLE OF UNIT Mechanics of Business Letters Typed
to General Public
FIELD Office Work

Page 1
of 2 Pages

LESSON No.
<u>1</u>



INCLUDE: (1) TOOLS, MATERIALS, AND OTHER TEACHING AIDS; (2) OUTLINE FOR: PREPARATION, PRESENTATION, PERFORMANCE TRY-OUT, FOLLOW-UP.

TOOLS AND MATERIALS NEEDED:

Different kinds and sizes of envelopes
Unit of Instruction

PREPARATION:

- A. Put student at ease.
- B. Find out what he already knows.
- C. Stress importance of envelopes in general.
 - 1. Any letter sent to the general public requires the use of an envelope.
 - 2. Business reply envelopes may also be enclosed as an aid in getting an answer.
 - 3. Efficient business practices require that the typist be able to select and use the correct envelope or envelopes.

PRESENTATION:

<u>Steps</u>	<u>Key Points</u>
1. Show and explain to student the three main sizes of envelopes used.	a. Recognition and use. b. Official, commercial, and executive.
2. Show and explain to student special envelopes sometimes used.	a. Recognition and use. b. Window, business reply, air mail, postage savers.
3. Have student study Information Sheet A, Business Envelopes.	

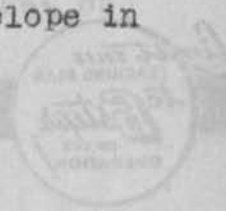
TRY-OUT:

Have student identify each kind of envelope.

- OVER -

FOLLOW-UP:

See that student recognizes and uses correct envelope in all type jobs that follow.



TOOL AND MATERIALS NEEDED:

Different kinds and sizes of envelopes
List of instructions

INSTRUCTIONS:

1. The student to open.
2. Find out what he already knows.
3. Review importance of envelope in business.
4. Any letter sent to the general public requires the use of an envelope.
5. Business reply envelopes may also be enclosed as an aid in getting an answer.
6. Different business envelopes require that the typist be able to select and use the correct envelope or envelopes.

INSTRUCTIONS:

Law Envelope

Letter

1. Show and explain to the student the three main types of envelopes used.
2. Show and explain to the student the three main types of envelopes used.
3. Show and explain to the student the three main types of envelopes used.

Give student study in
Formal letter A, B, C
and envelopes.

END

NOTE: Student should be able to select

OPERATION Type Job 1--Type 20 Large Envelopes **Instructor's Teaching Guide**TITLE OF UNIT Mechanics of Business Letters Typed for Operation to General PublicPage 1
of 2 PagesLESSON No.
2FIELD Office Work

INCLUDE: (1) TOOLS, MATERIALS, AND OTHER TEACHING AIDS; (2) OUTLINE FOR: PREPARATION, PRESENTATION, PERFORMANCE TRY-OUT, FOLLOW-UP

TOOLS AND MATERIALS NEEDED:

Several official sized envelopes
 Typewriter
 Student Work Plan for Type Job 1
 Unit of Instruction

PREPARATION:

- A. Put student at ease.
- B. Give student Student Work Plan and find out what he already knows.
- C. Stress importance of official sized envelopes.
 1. Size most commonly used by business.
- D. Stress importance of correct addressing of envelope.
 1. The correct spelling of the addressee's name and address is vitally important.
 - a. Since business relies so extensively on the use of letters, it is important not only that letters reach their destination, but that they reach that destination PROMPTLY AND WITHOUT DELAY.
 - b. An unfavorable impression is created with the addressee when his name (especially) or his address is not spelled correctly--he considers inaccuracy in this respect a personal affront.
- E. Stress importance of correct letter style and opening and closing punctuation.
 1. Strict adherence to rules of style and punctuation is the mark of the superior and efficient typist.

- OVER -

PRESENTATION:

<u>Steps</u>	<u>Key Points</u>
1. Have student review Information Sheet A, Business Envelopes.	a. Special reference to official sized envelopes. b. Sketch noted especially. c. Questions answered.
2. Have student study Information Sheet B, Open, Close, and Mixed Punctuation.	a. As applies to envelopes. b. Questions answered.
3. Have student study Information Sheet H, Letter Styles.	a. Sections on block and indented styles. b. Questions answered.
4. Demonstrate how to find writing position on official sized envelope.	a. According to O-1. b. Key points pertaining to official size stressed.
5. Demonstrate how to type the official sized envelope.	a. According to O-2. b. Emphasis on official size. c. Block and indented styles. d. Open, close, and mixed punctuation.

TRY-OUT:

Have student type first envelope in each of the four blocks in Type Job 1.

Go over any errors or misunderstandings that occur by referring student again to Operation and Information Sheets involved.

FOLLOW-UP:

Have student type remaining envelopes called for in the job.

Have student re-type any envelopes that do not meet the standards of accuracy demanded.

OPERATION Sample -- for test job
Type Job 4--Test #1

Instructor's Teaching Guide

for Operation

Page 1
 of 1 Pages

LESSON No.
5

TITLE OF UNIT Mechanics of Business Letters
Typed to General Public

FIELD Office Work



INCLUDE: (1) TOOLS, MATERIALS, AND OTHER TEACHING AIDS; (2) OUTLINE FOR: PREPARATION, PRESENTATION, PERFORMANCE TRY-OUT, FOLLOW-UP

TOOLS AND MATERIALS NEEDED:

Test #1--first try
 Test #1--second try

PREPARATION:

- A. Tell student he is to figure out what operations and information sheets he will need to complete the test.
- B. See that he has all tools and materials needed.
- C. Remind student that he is entirely on his own.

PRESENTATION:

None.

TRY-OUT:

Student takes Test #1--first try.

FOLLOW-UP:

Correct Test #1--first try.

Have student proceed to next type job if test performed satisfactorily.

Have student study again operation and information sheets involved in Type Jobs 1-3 if fails to meet the standards of time and accuracy required in Test #1--first try.

Give student Test #1--second try.

Repeat procedure above until student can perform satisfactorily.

for Operation

REQUIREMENTS OF STANDARD TESTS

USE OF TESTS IN GENERAL

PREP. - 11/1/50



TOOLS AND MATERIALS REQUIRED:

Test #1 - 11/1/50
Test #2 - 11/1/50

INFORMATION:

1. This student is to follow out this operation and information sheets in order to complete the test.
2. See that he has all tools and materials needed.
3. Remind student that he is actually on his own.

INSTRUCTIONS:

11/1/50

General Notes Test #1 - 11/1/50

11/1/50

General Test #1 - 11/1/50

These student proceed to next type test if test performed satisfactorily.

Give student study again operation and information sheets in order in type jobs 1-5 if fails to meet the standards of time and accuracy required in Test #1 - 11/1/50.

Give student Test #1 - 11/1/50

Repeat procedure above until student can perform satisfactorily.

OPERATION Preliminary Comments on Type Jobs 5-4 **Instructor's Teaching Guide**
- Business Letters

Mechanics of Business Letters Typed for Operation
to General Public

TITLE OF UNIT

Page 1

LESSON No.

6

FIELD Office Work

of 2 Pages



INCLUDE: (1) TOOLS, MATERIALS, AND OTHER TEACHING AIDS; (2) OUTLINE FOR: PREPARATION, PRESENTATION, PERFORMANCE TRY-OUT, FOLLOW-UP

TOOLS AND MATERIALS NEEDED:

Samples of mailable letters
Unit of Instruction

PREPARATION:

- A. Put student at ease.
- B. Find out what he already knows.
- C. Stress importance of letter writing in general.
 1. "Say it in writing" is the unwritten law of business. The greater portion of such writing is in letter form.
 2. Letter writing is a time-saver.

Letters are required to let business function and make it succeed.

If all messages that go by mail were delivered in person, there would not be time left to carry on business; no one would be in his office to receive messages—he would be out trying to deliver messages to others who would not be there because they too would be out delivering messages.

3. Letters compete for business and attention.

Since the volume of letter writing is so great, the good letters and the attractive letters get attention; the poor letters and the unattractive letters get only what attention is left over.

PRESENTATION:

Steps

Key Points

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Stress the importance of placement on the page. | <ol style="list-style-type: none"> a. Letter should be in a frame. b. Side margins even. c. Evenly placed between top and bottom of sheet. |
|--|---|

- OVER -

<u>Steps</u>	<u>Key Points</u>
2. Stress importance of letter style..	a. Uniform style, whatever one the firm wishes, is the mark of a careful and competent organization. b. May become more or less of a trademark.
3. Stress importance of correct punctuation, capitalization, word division, spelling.	a. All are the typist's responsibility.
4. Stress importance of careful typing.	a. Typographical errors, such as strike-overs, careless erasures, transposed letters not permissible.
5. Stress importance of general appearance.	a. Free from smudges, untidy erasures.

TRY-OUT:

Have student study and answer questions on Information Sheet C, Business Stationery; Information Sheet I, Mailable Letters.

Ask student questions concerning mailable letters.

FOLLOW-UP:

See that student follows standards of mailable letters in all type jobs that follow.

TITLE OF UNIT Mechanics of Business Letters Typed for Operation to General Public

Page 1
of 2 Pages

LESSON No.

7

FIELD Office Work



INCLUDE: (1) TOOLS, MATERIALS, AND OTHER TEACHING AIDS; (2) OUTLINE FOR: PREPARATION, PRESENTATION, PERFORMANCE TRY-OUT, FOLLOW-UP

TOOLS AND MATERIALS NEEDED:

8 1/2" x 11" Letterhead
Carbon paper
Second sheet for carbon copy
Student Work Plan for Type Job 5
Unit of Instruction

PREPARATION:

- A. Put student at ease.
- B. Give student Student Work Plan and find out what he already knows.
- C. Stress importance of full block letters.
 1. Easiest type of letter to write since all lines in the letter begin flush with left margin.
 2. When the letterhead is in keeping, this type letter is an effective eye-catcher.

PRESENTATION:

<u>Steps</u>	<u>Key Points</u>
1. Have student review Information Sheet C, Business Stationery.	a. If necessary.
2. Have student study Information Sheets H, Letter Styles; F, Letter Parts; G, Address, Salutation, and Complimentary Close.	a. Special reference to block letters. b. Questions answered.
3. Have student study Information Sheet E, Letter Placement.	a. As regards 8 1/2" x 11" stationery. b. Questions answered.
4. Have student study Information Sheet J, Word Division.	a. Closely followed in all letters. b. Questions answered.

- OVER -

Steps

Key Points

- | | |
|---|--|
| 5. Have student study Information Sheet D, Carbon Copies. | a. Used in all letters.
b. Questions answered. |
| 6. Demonstrate for student how to write full block letter on 8 1/2" x 11" letterhead. | a. According to Operations 0-3, 0-4, 0-5, 0-7, 0-9, 0-8, 0-6.
b. Blocked off into sections as in Student Work Plan.
c. Questions answered. |

TRY-OUT:

Have student type first letter in the job.

Go over any errors or misunderstandings that occur by referring student again to Operation and Information Sheets involved.

FOLLOW-UP:

Have student type remaining letters in the job.

Have student re-type any letters that do not meet the standards of accuracy demanded.

TITLE OF UNIT Mechanics of Business Letters
Typed to General Public

for Operation

Page 1
 of 2 Pages

LESSON No.
12



FIELD Office Work

INCLUDE: (1) TOOLS, MATERIALS, AND OTHER TEACHING AIDS; (2) OUTLINE FOR: PREPARATION, PRESENTATION, PERFORMANCE TRY-OUT, FOLLOW-UP

TOOLS AND MATERIALS NEEDED:

8 1/2" x 11" letterhead
 Carbon paper
 Second sheet for carbon copy
 Student Work Plan for Type Job 10
 Unit of Instruction

PREPARATION:

- A. Put student at ease.
- B. Give student Student Work Plan and find out what he already knows.
- C. Stress importance of modified block letters.
 1. The kind most used by business today.
 2. May be adapted several ways to suit individual firm's preferences.

PRESENTATION:

<u>Steps</u>	<u>Key Points</u>
1. Have student study Information Sheet H, Letter Styles.	a. As regards modified block letters.
2. Have student study Operation Sheets O-10 and O-11.	a. Opening and closing parts of modified block letters. b. Questions answered.
3. Demonstrate writing of modified block letter.	
4. Tell student to center the subject lines in Letters 2 and 3 in the job.	a. As in Step 6, Key Points b and d in O-10. b. For variation.
5. Tell student to center attention line on same line with salutation in Letter 5 of the job.	a. As in Step 5, Key Point c in O-10 b. For variation.

- OVER -

TRY-OUT:

Have student type first letter in the job.

Go over any errors or misunderstandings that occur by referring student again to Operation and Information Sheets involved.

FOLLOW-UP:

Have student type remaining letters in the job.

Have student re-type any letters that do not meet the standards of accuracy demanded.

Open

Mechanics of Business Letters

for Operation

TITLE OF UNIT Typed to General Public

Page 1

LESSON No.

19

FIELD Office Work

of 2 Pages



INCLUDE: (1) TOOLS, MATERIALS, AND OTHER TEACHING AIDS; (2) OUTLINE FOR: PREPARATION, PRESENTATION, PERFORMANCE TRY-OUT, FOLLOW-UP

TOOLS AND MATERIALS NEEDED:

- Typewriter
- 8 1/2" x 11" letterhead
- Student Work Plan for Type Job 17
- Unit of Instruction

PREPARATION:

- A. Put student at ease.
- B. Give student Student Work Plan and find out what he already knows.
- C. Stress importance of indented letters.
 - 1. Most conservative of regular letter forms.
 - 2. While used less than formerly, it still ranks second in use by business firms.

PRESENTATION:

<u>Steps</u>	<u>Key Points</u>
1. Have student study 0-13 and 0-14.	a. Opening and closing parts of indented style letters.
2. Have student review Information Sheet H, Letter Styles.	a. Pages 1-2. b. Sketch--General Letter Style Form Three.
3. Demonstrate writing of indented letter.	
4. Remind student envelopes will use indented style also.	
5. Tell student to place subject line at paragraph point in first letter in type job.	a. As in Step 7, Key Points b and c in 0-13.

- OVER -

TRY-OUT:

Have student type first letter in the job.

Go over any errors or misunderstandings that occur by referring student again to Operation and Information Sheets involved.

FOLLOW-UP:

Have student type remaining letters in the job.

Have student re-type any letters that do not meet the standards of accuracy demanded.

OPERATION Type Job 22--Type 3 Letters--Inverted
Paragraphs, Mixed

Instructor's Teaching Guide

TITLE OF UNIT Mechanics of Business Letters
Typed to General Public

for Operation

Page 1
of 2 Pages

LESSON No.

24



FIELD Office Work

INCLUDE: (1) TOOLS, MATERIALS, AND OTHER TEACHING AIDS; (2) OUTLINE FOR: PREPARATION, PRESENTATION, PERFORMANCE TRY-OUT, FOLLOW-UP

TOOLS AND MATERIALS NEEDED:

Typewriter
Paper
Student Work Plan for Type Job 22
Unit of Instruction

PREPARATION:

- A. Put student at ease.
- B. Give student Student Work Plan and find out what he already knows.
- C. Stress importance of inverted paragraphs.
 1. Make an eye-catching letter.
 2. May be effectively used in printed or duplicated sales letters.
 3. Not practical for regular typed business letters as time consuming to write in volume.

PRESENTATION:

<u>Steps</u>	<u>Key Points</u>
1. Have student review Information Sheet H, Letter Styles.	a. Page 2, Inverted Paragraph Style. b. Sketch --General Style Letter 5.
2. Have student study O-15.	a. Writing inverted paragraphs. b. Questions answered.
3. Have student review opening and closing parts of full block letters.	a. Used in this type job.
4. Demonstrate writing of inverted paragraphs.	

- OVER -

TRY-OUT:

Have student type first letter in the job.

Go over any errors or misunderstandings that occur by referring student again to Operation and Information Sheets involved.

FOLLOW-UP:

Have student type remaining letters in the job.

Have student re-type any letters that do not meet the standards of accuracy demanded.

OPERATION Type 6 Letters--Official, Mixed

Instructor's Teaching Guide

Mechanics of Business Letters

for Operation

TITLE OF UNIT Typed to General Public

Page 1

LESSON No.

27

FIELD Office Work

of 2 Pages



INCLUDE: (1) TOOLS, MATERIALS, AND OTHER TEACHING AIDS; (2) OUTLINE FOR: PREPARATION, PRESENTATION, PERFORMANCE TRY-OUT, FOLLOW-UP

TOOLS AND MATERIALS NEEDED:

Typewriter
 Official sized stationery
 Official sized envelopes
 Student Work Plan for Type Job 25
 Unit of Instruction

PREPARATION:

- A. Put student at ease.
- B. Give student Student Work Plan and find out what he already knows.
- C. Stress reasons for writing official letters.
 1. Becoming increasingly popular style.
 2. Used for both semi-personal business letters and for very formal letters to dignitaries.

PRESENTATION:

StepsKey Points

- | | |
|--|--|
| 1. Have student review Information Sheet H, Letter Styles. | a. Page 2 studied.
b. Sketch--General Style Letter Four.
c. Question 4 answered. |
| 2. Have student study 0-16 and 0-17. | a. Opening and closing parts of official letters.
b. Questions answered. |
| 3. Have student review 0-9. | a. Block paragraphs.
b. If necessary. |
| 4. Have student review Information Sheet C, Business Stationery. | a. Page 2--placement of official letters on page. |
| 5. Caution student to use official sized stationery and envelopes. | |

- OVER -

Steps

Key Points

6. Demonstrate writing of official letters.

TRY-OUT:

Have student type first letter in the job.

Go over any errors or misunderstandings that occur by re-referring student again to Operation and Information Sheets involved.

FOLLOW-UP:

Have student type remaining letters in the job.

Have student re-type any letters that do not meet the standards of accuracy demanded.

TITLE OF UNIT Mechanics of Business Letters
Typed to General Public

for Operation

Page 1
of 2 Pages

LESSON No.
30



FIELD Office Work

INCLUDE: (1) TOOLS, MATERIALS, AND OTHER TEACHING AIDS; (2) OUTLINE FOR: PREPARATION, PRESENTATION, PERFORMANCE TRY-OUT, FOLLOW-UP.

TOOLS AND MATERIALS NEEDED:

Stationery
Typewriter
Student Work Plan for Type Job 28
Unit of Instruction

PREPARATION:

- A. Put student at ease.
- B. Give student Student Work Plan and find out what he already knows.
- C. Stress importance of indented matter.
 1. Indented matter calls the attention of the reader to special material to be considered.
 2. Indentation makes it easy for the reader to ascertain what is especially important.
 3. Both solid reading matter and tabulation make up indented matter.

PRESENTATION:

<u>Steps</u>	<u>Key Points</u>
1. Have student study 0-18.	a. Handling indented matter. b. Questions answered.
2. Have student review 0-7 and 0-8.	a. Opening and closing parts of full block letters. b. If necessary.
3. Caution student to note placement of subject lines.	
4. Demonstrate the writing of indented matter.	a. Reading matter and tabulation.

- OVER -

TRY-OUT:

Have student type first letter in the job.

Go over any errors or misunderstandings that occur by re-ferring student again to Operation and Information Sheets involved.

FOLLOW-UP:

Have student type remaining letters in the job.

Have student re-type any letters that do not meet the standards of accuracy demanded.

TITLE OF UNIT Mechanics of Business Letters
Typed to General Public

for Operation

Page 1
 of 2 Pages

LESSON No.
35

FIELD Office Work

INCLUDE: (1) TOOLS, MATERIALS, AND OTHER TEACHING AIDS; (2) OUTLINE FOR: PREPARATION, PRESENTATION, PERFORMANCE TRY-OUT, FOLLOW-UP

TOOLS AND MATERIALS NEEDED:

Typewriter
 Form letter
 Student Work Plan for Type Job 33
 Unit of Instruction

PREPARATION:

- A. Put student at ease.
- B. Give student Student Work Plan and find out what he already knows.
- C. Stress importance of form letter fill-in:
 1. Form letters are time-savers.
 2. If filled in so that the intensity of the ribbon matches the intensity of the duplicated matter, the letters can pass for personally typed letters.
 3. It is not always necessary to get a perfect match. Often the imparting of specific knowledge in what is obviously a form letter is entirely satisfactory to the addressee.

PRESENTATION:

<u>Steps</u>	<u>Key Points</u>
1. Have student study 0-19.	a. Feeding envelopes. b. Questions answered.
2. Have student study 0-20.	a. Matching type for color. b. Questions answered.
3. Have student study 0-21.	a. Getting ready to fill in form letter. b. Questions answered.
4. Have student study 0-22.	a. Filling in form letter. b. Questions answered.

- OVER -

Steps

Key Points

5. Demonstrate how to fill in the date and address of a form letter.

TRY-OUT:

Have student fill in first letter.

Go over any errors or misunderstandings that occur by referring student again to Operation and Information Sheets involved.

FOLLOW-UP:

Have student fill in rest of form letters.

Have student re-type any form letters that do not meet the standards of accuracy demanded.

OPERATION Type Job 36--Get Ready to Mail 10
Regular Letters in Large Envelopes

Instructor's Teaching Guide

Mechanics of Business Letters

TITLE OF UNIT Typed to General Public

for Operation

Page 1
of 2 Pages

LESSON No.
38

FIELD Office Work



INCLUDE: (1) TOOLS, MATERIALS, AND OTHER TEACHING AIDS; (2) OUTLINE FOR: PREPARATION, PRESENTATION, PERFORMANCE TRY-OUT, FOLLOW-UP

TOOLS AND MATERIALS NEEDED:

8 1/2" x 11" sheet
Large business envelope
Student Work Plan for Type Job 36
Unit of Instruction

PREPARATION:

- A. Put student at ease.
- B. Give student Student Work Plan and find out what he already knows.
- C. Stress importance of folding letters correctly.
 1. There is only one acceptable way to fold letters for each type of envelope.
 - a. Depending on the size of the letter.
 2. Correct folding and insertion may not be noticed by the addressee, but a poorly or incorrectly folded letter draws instant attention and creates an unfavorable impression.
 3. An incorrectly or poorly folded letter may nullify the importance of the message or the typed appearance of the letter.

PRESENTATION:

<u>Steps</u>	<u>Key Points</u>
1. Have student study O-24.	<ol style="list-style-type: none"> a. Folding regular letter for large envelope. b. Questions answered.
2. Have student study O-23.	<ol style="list-style-type: none"> a. Inserting letter in envelope. b. Questions answered.
3. Demonstrate correct folding and insertion of letter in envelope.	<ol style="list-style-type: none"> a. 8 1/2" x 11" sheet for a large business envelope.

- OVER -

TRY-OUT:

Have student fold and insert first letter.

Go over any errors or misunderstandings that occur by referring student again to Operation and Information Sheets involved.

FOLLOW-UP:

Have student fold and insert remaining letters.

Have student re-fold and re-insert other letters on 8 1/2" x 11" sheets until he meets the standards of accuracy demanded.

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OPERATIONS CHECKED AND APPROVED (✓)

TIME IN
HOURS AND MINUTES

DATE STARTED		

NAME _____
ADDRESS _____

OPERATIONS

[illegible]

- CONTINUED ON CHART II -

FORM-B

**ITEMS OF
RELATED INFORMATION**

BUSINESS ENVELOPES
OPEN, CLOSE, AND MIXED PUNCTUATION
BUSINESS STATIONERY
CARBON COPIES
LETTER PLACEMENT
LETTER PARTS
ADDRESS, SALUTATION, AND COMPLIMENTARY CLOSE
LETTER STYLES
AVAILABLE LETTERS
WORD DIVISION
CORRECT SPELLING
ABBREVIATIONS
FIGURES AND NUMBERS
CAPITALIZATION
PUNCTUATION

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	a	b	c	d	e	f	g	h	i	j	<u>k</u>	l	m	n	<u>o</u>	p	q	r	<u>s</u>	t	<u>u</u>	<u>v</u>	<u>w</u>	<u>x</u>	<u>y</u>	<u>z</u>	IDENTIFICATION LETTERS
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D MINUTES

ERS

CONTENT ANALYSIS CHART AND INDIVIDUAL PROGRESS RECORD

OPERATIONS CHECKED AND
APPROVED (✓).

TIME IN
HOURS AND MINUTES

TITLE OF UNIT: TOTAL HOURS:45
MECHANICS OF BUSINESS LETTERS
TYPED TO GENERAL PUBLIC

CHART II

FIELD: OFFICE WORK UNIT NO. 30

NAME _____
ADDRESS _____

DATE STARTED		

OPERATIONS
WRITING

////

ITEMS OF
RELATED INFORMATION

FORM-B

**ITEMS OF
RELATED INFORMATION**

BUSINESS ENVELOPES
OPEN, CLOSE, AND MIXED PUNCTUATION
BUSINESS STATIONERY
CARBON COPIES
LETTER PLACEMENT
LETTER PARTS
ADDRESS, SALUTATION AND
COMPLIMENTARY CLOSE
LETTER STYLES
MAILABLE LETTERS
WORD DIVISION
CORRECT SPELLING
ABBREVIATIONS
FIGURES AND NUMBERS
CAPITALIZATION
PUNCTUATION

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	a	b	<u>c</u>	d	e	f	g	h	i	j	<u>k</u>	l	m	n	<u>o</u>	p	q	r	<u>s</u>	t	<u>u</u>	v	<u>w</u>	<u>x</u>	<u>y</u>	<u>z</u>	IDENTIFICATION LETTERS									
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DENVER PUBLIC SCHOOLS • Department of Vocational Education • EMILY GRIFFITH OPPORTUNITY SCHOOL

STUDENT'S RECORD

THIS IS NOT AN OFFICIAL CERTIFICATION OF THE STUDENT'S WORK

CONTENT ANALYSIS CHART AND INDIVIDUAL PROGRESS RECORD

OPERATIONS CHECKED AND
APPROVED BY: _____

OPERATION NUMBERS

0-1 0-2 0-3 0-4 0-5 0-6 0-7 0-8 0-9 0-10 0-11 0-12 0-13 0-14 0-15 0-16 0-17 0-18 0-19 0-20 0-21 0-22 0-23 0-24 0-25 0-26 0-27 0-28 0-29 0-30 0-31 0-32 0-33 0-34 0-35 0-36 0-37

TIME IN
HOURS AND MINUTES

TITLE OF UNIT: TOTAL HOURS: 45

MECHANICS OF BUSINESS LETTERS
TYPED TO GENERAL PUBLIC

CHART II

FIELD: OFFICE WORK

UNIT NO. 30

DATE STARTED

____/____/____

OPERATIONS

FINDING
WRITING POSITION ON ENVELOPE
TYPING THE ENVELOPE
GETTING READY TO TYPE LETTER
ESTIMATING NUMBER OF WORDS IN BODY OF LETTER
DECIDING LETTER PLACEMENT
PROOFREADING A LETTER
WRITING OPENING PARTS OF FULL BLOCK LETTER
WRITING CLOSING PARTS OF FULL BLOCK LETTER
WRITING OPENING PARTS OF MODIFIED BLOCK LETTER
WRITING CLOSING PARTS OF MODIFIED BLOCK LETTER
WRITING OPENING PARTS OF INDENTED LETTER
WRITING CLOSING PARTS OF INDENTED LETTER
WRITING OPENING PARTS OF OFFICIAL LETTER
WRITING CLOSING PARTS OF OFFICIAL LETTER
HANDLING INDENTED MATTER
MATCHING ENVELOPES
GETTING TYPE FOR COLOR
FILLING IN FORM LETTER
INSERTING LETTER IN ENVELOPE
FOLDING REGULAR LETTER FOR LARGE ENVELOPE
FOLDING REGULAR LETTER FOR SMALL ENVELOPE
FOLDING THREE-QUARTER LETTER FOR LARGE ENVELOPE
FOLDING THREE-QUARTER LETTER FOR SMALL ENVELOPE
FOLDING HALF-SHEET LETTER FOR LARGE ENVELOPE
FOLDING HALF-SHEET LETTER FOR SMALL ENVELOPE
INSERTING LETTER IN WINDOW ENVELOPE
WRITING LETTER IN WINDOW ENVELOPE

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

NO. TYPE JOBS

22 TYPE 3 LETTERS - INVERTED PARAGRAPH, MIXED

23 TYPE 3 LETTERS - INVERTED PARAGRAPH, OPEN

24 TEST #5

25 TYPE 6 LETTERS - OFFICIAL, MIXED

26 TYPE 7 LETTERS - OFFICIAL, CLOSE

27 TEST #6

28 TYPE 4 LETTERS - FULL BLOCK, OPEN

29 TYPE 4 LETTERS - MODIFIED, MIXED

30 TYPE A LETTER - MODIFIED, MIXED

31 TYPE 5 LETTERS - INDENTED, CLOSE

32 TEST #7

33 FILL IN 10 FORM LETTERS

34 FILL IN 10 FORM LETTERS

35 TEST #8

36 GET READY TO MAIL 10 REGULAR LETTERS IN LARGE ENVELOPES

37 GET READY TO MAIL 10 REGULAR LETTERS IN SMALL ENVELOPES

38 GET READY TO MAIL 5 THREE-QUARTER LETTERS IN LARGE ENVELOPES

39 GET READY TO MAIL 5 HALF-SHEET LETTERS IN SMALL ENVELOPES

40 GET READY TO MAIL 10 OFFICIAL LETTERS IN EXECUTIVE ENVELOPES

41 GET READY TO MAIL 5 LETTERS IN WINDOW ENVELOPES

42 TEST #9

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

8 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

FORM-B
ITEMS OF
RELATED INFORMATION
BUSINESS ENVELOPES
OPEN, CLOSE, AND MIXED PUNCTUATION
BUSINESS STATIONERY
CARBON COPIES
LETTER PLACEMENT
LETTER PARTS
ADDRESS, SALUTATION AND CLOSURE
LETTER STYLES
MAILABLE LETTERS
WORD DIVISION
CORRECT SPELLING
ABBREVIATIONS
FIGURES AND NUMBERS
CAPITALIZATION
PUNCTUATION

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z a b c d e f g h i j k l m n o p q r s t u v w x y z IDENTIFICATION LETTERS

STUDENT'S RECORD

THIS IS NOT AN OFFICIAL CERTIFICATION OF THE STUDENT'S WORK

Two

Plan Checked and
Approved by

Title of Unit Mechanics of Business Letters Typed to General Public

**Mailable
Envelopes**

DENVER PUBLIC SCHOOLS • Department of Vocational Education • EMILY GRIFFITH OPPORTUNITY SCHOOL

DENVER PUBLIC SCHOOLS

EMILY GRIFFITH OPPORTUNITY SCHOOL

Department of Vocational Education

TYPE JOB NO. 4: Test No. 1TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)FIELD: Office Work

Instructions: Address small envelopes for the following ten names, using block style and open punctuation.

1. Mr. M. S. Meltzer, 421 Broadstreet, Richmond, Virginia.
 2. Stonehouse Hotel, East Ninth and Superior Avenue, Cleveland, Ohio. Attention: Manager.
 3. Mr. A. B. Reynoldson, Maplewood, Illinois.
 4. Mr. Allen Smith, President, Shaw Manufacturing Company, 902 South Street, Fort Worth 15, Texas.
 5. Mr. Stephen Smythe, Murray Sales Company, 509 - 128th St., N. W., Washington, D. C. Air mail.
 6. Mr. J. N. Wilson, Jr., In care of Babcock & Babcock, Pine and Battery Streets, Cleveland, Ohio.
 7. Dr. William Clarence Maxwell, President, Southwest Clinic, 220-230 Maxwell Building, Phoenix, Arizona.
 8. The Honorable Sidney J. Austin, Mayor of the City of Portland, City Hall, Portland, Oregon. Confidential.
 9. Mr. David Stuart Hartmann, General Membership Chairman, Insurance Agents of America, 2020 Insurance Building, Hartford, Connecticut.
 10. Mr. A. E. Hubbard, Manager, Credit Men's Association, University Building, 906 - 16th Street, Denver 1, Colorado. Special delivery.
-

RETURN THIS SHEET TO THE INSTRUCTOR
together with
YOUR FINISHED WORK

DENVER PUBLIC SCHOOLS

EMILY GRIFFITH OPPORTUNITY SCHOOL

Department of Vocational Education

TYPE JOB NO. 4: Test No. 1 -- Second Try

TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)

FIELD: Office Work

Instructions: Address large envelopes for the following ten names, using indented style and close punctuation.

1. Mississippi Valley Company, Inc., 1201 South Vandeventer Street, St. Louis 1, Missouri. Attention: Credit Department.
2. Mr. Charles P. Spencer, Secretary, Denver Wholesale Florists, City Market Building, Denver 1, Colorado.
3. Williams, Stephenson, and Knight, Attorneys at Law, 917-20 Patterson Building, 431 - 17th Street, St. Cloud, Minnesota. Special delivery.
4. Drs. Mathieson and Adams, Physicians and Surgeons Building, St. Cloud, Minnesota, Suite 6-9.
5. Miss Mary Andrews, Oak Creek, Colorado.
6. Mr. James Barbour, 135 Oak Street, Oklahoma City, Oklahoma. Confidential; Air mail.
7. Western Air Transport Co., Stapleton Air Field, Denver, Colorado. Attention of J. B. Stone, President.
8. Hall Shoe Mfg. Co., Inc., Lynchburg, Virginia. Attention of Shipping Department.
9. Mr. Ronald Putnam Thompson, Acting Secretary-Treasurer, Van Camp Outfitting Company, 1518 West Broad Street, Richmond, Virginia. Personal.
10. John Smith Estate, Mr. W. J. Miller, Executor, Trust Department, International Bank and Loan Company, 1713 California Street, Los Angeles, California. Via The Chief.

RETURN THIS SHEET TO THE INSTRUCTOR
together with
YOUR FINISHED WORK

STUDENT WORK PLAN

Plan Checked and
Approved by

30

Student's Name _____

Name of Type Job **Type 5 Letters - Full Block, Open**

Type Job No. **5** Started _____; 19____ Total Hours,
On This Job _____

Sheet No. **1**
of **2** Sheets

Title of Unit **Mechanics of Business Letters Typed to General Public**

ACCURACY		OPERATIONS		ITEMS OF RELATED INFORMATION		TIME	
Required	Attained	Identification Numbers	Names of Operations	Identification Letters	Names of Items	Student's Estimate	Time Taken
Mailable Letters		0-3	Getting Ready to Type Letter	C D	Business Stationery Carbon Copies		
		0-4	Estimating Number of Words in Body of Letter	F	Letter Parts		
		0-5	Deciding Letter Placement	C E F	Business Stationery Letter Placement Letter Parts		
		0-7	Writing Opening Parts of Full Block Letter	B F G H	Open, Close, and Mixed Punctuation Letter Parts Address, Salutation, and Complimentary Close Letter Styles		
		0-9	Writing Block Paragraphs	F H J	Letter Parts Letter Styles Word Division		
		0-8	Writing Closing Parts of Full Block Letter	B F G H	Open, Close, and Mixed Punctuation Letter Parts Address, Salutation, and Complimentary Close Letter Styles		
		0-6	Proofreading a Letter	I	Mailable Letters		
		0-1	Finding Writing Position on Envelope	A	Business Envelopes		
NEXT PAGE							

Use other side for sketches, outlines, computations, answers to questions, etc. Use additional sheets if necessary.

305

Plan Checked and
Approved by

[illegible]

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DENVER PUBLIC SCHOOLS

EMILY GRIFFITH OPPORTUNITY SCHOOL

Department of Vocational Education

TYPE JOB NO. 9: Test No. 2
TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)
FIELD: Office Work

Instructions: Type the two letters below, as follows:

Use the size letterhead called for.
Make one carbon copy.
Use today's date.
Use full block style, mixed punctuation.
Make a small envelope for the half-sheet letter;
make a large envelope for the long letter.

LETTER 1: half-sheet paper, 8 1/2" x 5 1/2".

Type the letter to Otis & Long (Stuart Typing,
letter 1, page 181). The auditor's initials are RWP.

LETTER 2: full size paper.

Type the letter to Mr. E. H. Hancock (Stuart Typing,
letter 1, page 249). The dictator is Benjamin R.
Sturgeon. Note there is an enclosure.

RETURN THIS SHEET TO THE INSTRUCTOR
together with
YOUR FINISHED WORK

DENVER PUBLIC SCHOOLS

EMILY GRIFFITH OPPORTUNITY SCHOOL

Department of Vocational Education

TYPE JOB NO. 9: Test No. 2 - Second Try
TITLE OF UNIT: Mechanics of Business Letters
 Typed to General Public (Unit No. 30)
FIELD: Office Work

Instructions: Type the three letters below, as follows:

Use the size letterhead called for.
Make one carbon copy.
Use today's date.
Use full block style, close punctuation.
Use the size envelope called for.

LETTER 1: full size paper; small envelope.

Type letter to Mr. H. M. Cox (Stuart Typing, letter 2, page 260).

LETTER 2: 3/4 size paper; large envelope.

Type letter to Mr. R. J. Putnam of the Dayton Supplies Company (Stuart Typing, letter 2, page 293).

LETTER 3: half-size paper; small envelope.

Re-type the postal card illustration (Stuart Typing, page 294) on half-sheet letterhead to Mr. John Raymond, 31 Brentwood Drive, Boulder, Colorado.

The salutation is Dear Mr. Raymond;.
The complimentary close is Very truly yours,.
The dictator is R. W. Nelson.

RETURN THIS SHEET TO THE INSTRUCTOR
together with
YOUR FINISHED WORK

Student's Name _____

Name of Type Job **Type 5 Letters - Modified, Open**

Type Job No. **10** Started _____; 19____ Total Hours _____
On This Job _____

Sheet No. **1**

Title of Unit **Mechanics of Business Letters Typed to General Public** of **2** Sheets

ACCURACY		OPERATIONS		ITEMS OF RELATED INFORMATION		TIME	
Required	Attained	Identification Numbers	Names of Operations	Identification Letters	Names of Items	Student's Estimate	Time Taken
Mailable Letters		0-3	Getting Ready to Type Letter	C D	Business Stationery Carbon Copies		
		0-4	Estimating Number of Words in Body of Letter	F	Letter Parts		
		0-5	Deciding Letter Placement	C E F	Business Stationery Letter Placement Letter Parts		
		0-10	Writing Opening Parts of Modified Block Letter	B F G H	Open, Close, and Mixed Punctuation Letter Parts Address, Salutation, and Complimentary Close Letter Styles		
		0-9	Writing Block Paragraphs	F H J	Letter Parts Letter Styles Word Division		
		0-11	Writing Closing Parts of Modified Block Letter	B F G H	Open, Close, and Mixed Punctuation Letter Parts Address, Salutation, and Complimentary Close Letter Styles		
		0-6	Proofreading a Letter	I	Mailable Letters		
		0-1	Finding Writing Position on Envelope	A	Business Envelopes		

NEXT SHEET

Use other side for sketches, outlines, computations, answers to questions, etc. Use additional sheets if necessary.

23

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Approved by

[illegible]

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Department of Vocational Education

TYPE JOB NO. 16: Test No. 3

TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)

FIELD: Office Work

Instructions: Type the two letters below, as follows:

Use large size letterhead. Use today's date.
Make one carbon copy.
Use modified block, mixed punctuation.
Make a large envelope.

LETTER 1: Type the letter to Mr. Thomas A. Cook (Stuart Typing, letter 1, page 112). The dictator's initials are SEW.

LETTER 2: Type the following letter, supplying capitalization and punctuation.

mr phillip talbot 942 south wabash avenue
chicago illinois dear mr talbot

we regret that we did not have the used car
you were looking for when you came into our
salesrooms last friday (paragraph)

so many used cars are being traded in that we
are confident we can get you just the car you
want we are able to guarantee these used
cars because of our reconditioning policy
factory-trained mechanics and fully equipped
shop the volume of business that we do makes
it possible to sell them to you at the right
price (paragraph)

our mr simmons the salesman who waited on you
is looking for the kind of used car you described.
we feel confident that he will locate it for you
in a few days please do not buy until you
hear from him (paragraph)

very truly yours john a shannon sales manager

RETURN THIS SHEET TO THE INSTRUCTOR
together with
YOUR FINISHED WORK

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TYPE JOB NO. 16: Test No. 3 - Second TryTITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)FIELD: Office Work

Instructions: Use large letterhead.
 Make one carbon copy.
 Use today's date.
 Use modified block, open punctuation.
 Make a small envelope for each letter.

LETTER 1: Type the letter to Highland Hospital (Stuart Typing,
 letter 6, page 162). The manager's name is
 R. John Williamson.

LETTER 2: Supply the punctuation in this letter.

Mr Joseph A Hunt Business Manager Grant University
 Greenwood Missouri Dear Mr Hunt

I wish to thank you for your letter of May 10 I am
 enclosing my application for Apartment 105 in Westgate
 Hall If this apartment has been taken will you
 please reserve for me any apartment on the first floor
 on the east side of the house (paragraph)

Our high school principal Mr A S Snedigar is con-
 sidering coming to the summer session he would like
 to know the rental rates for two-room apartments in
 the different residence halls (paragraph)

Yours sincerely Herbert Cooper

LETTER 3: Supply the punctuation in this letter.

Mr Howard J Spears 4782 Hudson Boulevard
 Huron Michigan Dear Mr Spears
 Subject Lumber Production

In our conference yesterday you said you would like
 to have some information concerning lumber produc-
 tion in the United States (paragraph)

I am enclosing three tables which may be of interest
 to you The first shows the production for the
 United States in 1944 the second the amount cut by
 states the third the amount cut by species (paragraph)

Very truly yours Clyde A Madison

RETURN THIS SHEET TO THE INSTRUCTOR together with YOUR FINISHED WORK

STUDENT WORK PLAN

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Student's Name _____

Name of Type Job Type 5 Letters - Indented, Open

Type Job No. 17 Started _____; 19____ Total Hours
On This Job _____

Sheet No. 1

of 2 Sheets

Title of Unit Mechanics of Business Letters Typed to General Public

ACCURACY		OPERATIONS		ITEMS OF RELATED INFORMATION		TIME	
Required	Attained	Identification Numbers	Names of Operations	Identification Letters	Names of Items	Student's Estimate	Time Taken
Mailable Letters		0-3	Getting Ready to Type Letter	C D	Business Stationery Carbon Copies		
		0-4	Estimating Number of Words in Body of Letter	F	Letter Parts		
		0-5	Deciding Letter Placement	C E F	Business Stationery Letter Placement Letter Parts		
		0-13	Writing Opening Parts of Indented Letter	B F G H	Open, Close, and Mixed Punctuation Letter Parts Address, Salutation, and Complimentary Close Letter Styles		
		0-12	Writing Indented Paragraphs	F H J	Letter Parts Letter Styles Word Division		
		0-14	Writing Closing Parts of Indented Letter	B F G H	Open, Close, and Mixed Punctuation Letter Parts Address, Salutation, and Complimentary Close Letter Styles		
		0-6	Proofreading a Letter	I	Mailable Letters		
		0-1	Finding Writing Position on Envelope	A	Business Envelopes		
NEXT SHEET							

Use other side for sketches, outlines, computations, answers to questions, etc. Use additional sheets if necessary.

510

Sheet No. 2

Name of Type Job Type 5 Letters - Indented, Open

Type Job No. 17 Started _____; 19____ Total Hours
On This Job _____

of 2 Sheets

Title of Unit Mechanics of Business Letters Typed to General Public

Use other side for sketches, outlines, computations, answers to questions, etc. Use additional sheets if necessary.

TYPE JOB NO. 21: Test No. 4

TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)

FIELD: Office Work

Instructions: Type the three letters below, as follows:

Use large letterheads.
Make one carbon copy.
Use today's date.
Use indented style, close punctuation.
Use paragraphs as instructed.
Make a large envelope for each letter.

LETTER 1: Type letter to W. G. Emerson (Stuart Typing, letter 1, page 205).
Single space paragraphs; indent the first line of each paragraph 5 spaces.

LETTER 2: Type letter to Beatrice Cox (Stuart Typing, letter 4, page 201).
Double space paragraphs; indent the first line of each paragraph 10 spaces.

LETTER 3: Type the letter below, using single-space paragraphs; indent the first line of the paragraphs 10 spaces.
Watch the figures and numbers--some are right; others are wrong.

Eastside Title Insurance Company, 2512 West 1st Avenue,
Berkeley, California. Gentlemen:

My client, Miss Mary Parrish, will call at your office at nine o'clock next Thursday morning to sign the deeds which you are preparing for her.

The 2 deeds to be signed are as follows: Deed Number 624N55, covering the property at 921 Fifth Street, and Deed Number 624N56, covering the property at 1251 One Hundred Twentieth Street.

Will you please see that the deeds are recorded in order that she may collect the purchase price, which you are holding in escrow, before five p.m. on the same afternoon.

Very truly yours, John Blakeley

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Department of Vocational Education

TYPE JOB NO. 21: Test No. 4 - Second Try.TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)FIELD: Office Work

Instructions: Type the two letters below, as follows:

Use large letterheads.
 Make one carbon copy.
 Use today's date.
 Use indented style, mixed punctuation.
 Use paragraphs as instructed.
 Make a small envelope for both letters.

LETTER 1: Single space paragraphs; indent the first line of each paragraph 5 spaces.
 Watch the figures and numbers--some are right; others are wrong.

Mr. Willis R. Kellogg, Box 345, Monegaw Springs, Missouri. Dear Mr. Kellogg:

One of your foremen, Mr. Maxwell, informed us on March 9th that your line on Green Mountain had been repaired and clearance made in accordance with our request to you.

On the 10th of March we made an inspection to see if the line was now in order to receive current. We found that with the exception of several of the poles which had been stubbed, no work had been done on the line and that the wires were as close to the ground as formerly. In addition, we observed 2 more poles which should be stubbed: No. 21 and No. 48.

In order to give you further time to remedy these matters, we will make a 2nd inspection on March 30th. If the hazards mentioned above have been eliminated, we will then charge the line.

Very truly yours, MOUNTAIN POWER COMPANY,
 John B. Nelson, Superintendent.

LETTER 2: Type letter to Frank Walker (Stuart Typing, letter 6, page 201).
 Double space paragraphs; indent the first line of each paragraph 10 spaces.

RETURN THIS SHEET TO THE INSTRUCTOR together with YOUR FINISHED WORK

Student's Name _____

Name of Type Job Type 3 Letters - Inverted Paragraph, MixedType Job No. 22 Started _____; 19____ Total Hours
On This Job _____Sheet No. 1of 2 SheetsTitle of Unit Mechanics of Business Letters Typed to General Public

ACCURACY		OPERATIONS		ITEMS OF RELATED INFORMATION		TIME	
Required	Attained	Identification Numbers	Names of Operations	Identification Letters	Names of Items	Student's Estimate	Time Taken
Mailable Letters		0-3	Getting Ready to Type Letter	C D	Business Stationery Carbon Copies		
		0-4	Estimating Number of Words in Body of Letter	F	Letter Parts		
		0-5	Deciding Letter Placement	C E F	Business Stationery Letter Placement Letter Parts		
		0-7	Writing Opening Parts of Full Block Letter	B F G H	Open, Close, and Mixed Punctuation Letter Parts Address, Salutation, and Complimentary Close Letter Styles		
		0-15	Writing Inverted Paragraphs	F H J	Letter Parts Letter Styles Word Division		
		0-8	Writing Closing Parts of Full Block Letter	B F G H	Open, Close, and Mixed Punctuation Letter Parts Address, Salutation, and Complimentary Close Letter Styles		
		0-6	Proofreading a Letter	I	Mailable Letters		
		0-1	Finding Writing Position on Envelope	A	Business Envelopes		
NEXT SHEET							

Use other side for sketches, outlines, computations, answers to questions, etc. Use additional sheets if necessary.

317

Sheet No. 2

Name of Type Job Type 3 Letters - Inverted Paragraph, Mixed

Type Job No. 88 Started ; 19 Total Hours
On This Job

of 2 Sheets

Title of Unit Mechanics of Business Letters Typed to General Public

ACCURACY

OPERATIONS

ITEMS OF RELATED INFORMATION

TIME

Required

Attained

Identification
Numbers

Names of Operations

Identification Letters

Names of Items

Student's Estimate

Time
Taken

0-2

Typing the Envelope

А
В
Н

Business Envelopes
Open, Close, and
Mixed Punctuation
Letter Styles

Use other side for sketches, outlines, computations, answers to questions, etc. Use additional sheets if necessary.

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Department of Vocational EducationTYPE JOB NO. 24: Test No. 5TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)FIELD: Office Work

Instructions: Type the two letters below, as follows:

Use large letterheads.

Make one carbon copy.

Use today's date.

Use the style and punctuation called for in the opening and closing parts of each letter. Indent the second and subsequent lines in each paragraph 5 spaces; single space paragraphs. Make a large envelope for each letter.

LETTER 1: Re-type the letter to Universal Travel Service (Stuart Typing, letter 1, page 204) with inverted paragraphs as instructed above. Use full block style, open punctuation in the opening and closing parts of the letter.

LETTER 2: Type the letter to Charles Dowell (Stuart Typing, letter 1, page 106) with inverted paragraphs as instructed above. Use modified block style, mixed punctuation in the opening and closing parts of the letter. The dictator is Donald Dixon, Manager.

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DENVER PUBLIC SCHOOLS

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Department of Vocational Education

TYPE JOB NO. 24: Test No. 5 - Second Try

TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)

FIELD: Office Work

Instructions: Type the two letters below, as follows:

Use large letterheads.
Make one carbon copy.
Use today's date.
Use the style and punctuation called for in
the opening and closing parts of each letter.
Indent the second and subsequent lines 5 spaces
in each paragraph; single space paragraphs.
Make a small envelope for each letter.

LETTER 1: Type the letter to Mrs. W. L. Lind (Stuart Typing,
letter 1, page 119) with inverted paragraphs as
instructed above.

Use full block style, mixed punctuation in the
opening and closing parts of the letter.
The dictator is H. B. Camp, Sales Manager.

LETTER 2: Type the letter to Grace Pohlman (Stuart Typing,
letter 2, page 122) with inverted paragraphs as
instructed above.

Use modified block style, open punctuation in the
opening and closing parts of the letter.
The dictator's initials are MRR.

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STUDENT WORK PLAN

Plan Checked and
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Student's Name _____

Name of Type Job Type 6 Letters - Official, Mixed

Type Job No. 25 Started _____; 19____ Total Hours
On This Job _____

Sheet No. 1

Title of Unit Mechanics of Business Letters Typed to General Public of 2 Sheets

ACCURACY		OPERATIONS		ITEMS OF RELATED INFORMATION		TIME	
Required	Attained	Identifi- cation Numbers	Names of Operations	Identifi- cation Letters	Names of Items	Student's Estimate	Time Taken
Mailable Letters		0-3	Getting Ready to Type Letter	C D	Business Stationery Carbon Copies		
		0-4	Estimating Num- ber of Words in Body of Letter	F	Letter Parts		
		0-5	Deciding Letter Placement	C E F	Business Stationery Letter Placement Letter Parts		
		0-16	Writing Opening Parts of Of- ficial Letter	B F G H	Open, Close, and Mixed Punctuation Letter Parts Address, Salutation, and Complimentary Close Letter Styles		
		0-9	Writing Block Paragraphs	F H J	Letter Parts Letter Styles Word Division		
		0-17	Writing Closing Parts of Of- ficial Letter	B F G H	Open, Close, and Mixed Punctuation Letter Parts Address, Salutation, and Complimentary Close Letter Styles		
		0-6	Proofreading a Letter	I	Mailable Letters		
		0-1	Finding Writing Position on Envelope	A	Business Envelopes		
NEXT SHEET							

Use other side for sketches, outlines, computations, answers to questions, etc. Use additional sheets if necessary.

06

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Department of Vocational Education

TYPE JOB NO. 27: Test No. 6TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)FIELD: Office Work

Instructions: Type the two letters below, as follows:

Use official size letterheads.
Make one carbon copy.
Use today's date.
Use official style for each letter.
Use the punctuation called for in the opening and closing parts of each letter.
Single space paragraphs; use the type of paragraph called for in each letter.
Make an executive size envelope for each letter.

LETTER 1: Type the letter to James Mackinson (Stuart Typing, letter 1, page 114).
Use mixed punctuation in the opening and closing parts of the letter.
Use block paragraphs.
DISREGARD the postscript given in the letter.
The dictator is Alfred C. Watson.

LETTER 2: Type the letter to B. R. Hale (Stuart Typing, letter 1, page 143).
Use close punctuation in the opening and closing parts of the letter.
Indent the first line of each paragraph 10 spaces.
The dictator's initials are PMT.

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Department of Vocational Education

TYPE JOB NO. 27: Test No. 6 - Second TryTITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)FIELD: Office Work

Instructions: Type the two letters below, as follows:

Use official size letterheads.
Make one carbon copy.
Use today's date.
Use official style for each letter.
Use the punctuation called for in the opening and closing parts of each letter.
Single space paragraphs; use the type of paragraph called for in each letter.
Make an executive size envelope for each letter.

LETTER 1: Type the letter to Willis Wilson (Stuart Typing, letter 1, page 147).
Use mixed punctuation in the opening and closing parts of the letter.
Use block paragraphs.

LETTER 2: Type the letter to Herbert L. Brown, Shirley Savoy Hotel, Denver 2, Colorado (Stuart Typing, second column of page 184), using only the first and third paragraphs (omit paragraph two).
Use mixed punctuation in the opening and closing parts of the letter.
Indent the first line of the paragraphs 5 spaces.
The dictator is James T. Page.

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Approved by

Student's Name _____

Name of Type Job Type 4 Letters - Full Block, Open

Type Job No. 28 Started _____; 19____ Total Hours
On This Job _____

Sheet No. 1

of 2 Sheets

Title of Unit Mechanics of Business Letters Typed to General Public

ACCURACY		OPERATIONS		ITEMS OF RELATED INFORMATION		TIME	
Required	Attained	Identification Numbers	Names of Operations	Identification Letters	Names of Items	Student's Estimate	Time Taken
Mailable Letters		0-3	Getting Ready to Type Letter	C D	Business Stationery Carbon Copies		
		0-4	Estimating Number of Words in Body of Letter	F	Letter Parts		
		0-5	Deciding Letter Placement	C E F	Business Stationery Letter Placement Letter Parts		
		0-7	Writing Opening Parts of Full Block Letter	B F G H	Open, Close, and Mixed Punctuation Letter Parts Address, Salutation, and Complimentary Close Letter Styles		
		0-9	Writing Block Paragraphs	F H J	Letter Parts Letter Styles Word Division		
		0-18	Handling Indented Matter	F H J	Letter Parts Letter Styles Word Division		
		0-8	Writing Closing Parts of Full Block Letter	B F G H	Open, Close, and Mixed Punctuation Letter Parts Address, Salutation, and Complimentary Close Letter Styles		
		0-6	Proofreading a Letter	I	Mailable Letters		
					NEXT SHEET		

Use other side for sketches, outlines, computations, answers to questions, etc. Use additional sheets if necessary.

325

Sheet No. 2
of 2 Sheets

Name of Type Job Type 4 Letters - Full Block, Open

Type Job No. 28 Started _____; 19____ Total Hours
On This Job _____

Title of Unit Mechanics of Business Letters Typed to General Public

[illegible]

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TYPE JOB NO. 32: Test No. 7TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)FIELD: Office Work

Instructions: Type the two letters below, as follows:

Use large letterheads.

Make one carbon copy.

Use today's date.

Use modified block style, mixed punctuation in both letters.

Single space paragraphs and indent the first line of each paragraph 5 spaces.

Note each letter has indented material in it.

Make a large envelope for each letter.

LETTER 1: Type the letter to Hulbert Haslet (Stuart Typing, letter 2, page 124).
Indent the material about the three different types of Christmas cards.LETTER 2: Type the letter below to Dr. Robert Kimball, 315 East 42nd Street, New York City, New York.
Indent the lines quoted from the newspaper.
Supply the correct punctuation and capitalization.

dear dr kimball we regret very much there was a misunderstanding regarding the suits and coats which were on sale in our store during the week beginning monday march 12 our advertisement clearly stated that evening clothes were not to be included in this sale

the following paragraph is quoted from our advertisement on page 12 of the denver post of march 11: all business suits and overcoats in our store are to go on sale only our southern wear evening clothes and top coats are excepted

if we should have a sale of evening clothes later on we shall inform you ahead of time either by telephone or by mail

very truly yours SHOEMAKER STORE neil roswell
manager

RETURN THIS SHEET TO THE INSTRUCTOR together with YOUR FINISHED WORK

TYPE JOB NO. 32: Test No. 7 - Second Try

TITLE OF UNIT: Mechanics of Business Letters
 Typed to General Public (Unit No. 30)

FIELD: Office Work

Instructions: Type a letter to Oswald Stevens, 503 West 121st Street,
New York City, New York, as follows:

Use large letterhead.
Make one carbon copy.
Use today's date.
Use modified block style, mixed punctuation.
Use block paragraphs; single space them.
Indent the lines concerning the tickets and cost
of each, making a total.
Make a large envelope for the letter.

Dear Mr. Stevens:

As you requested, I am mailing you herewith round-trip ticket to California and Pullman tickets covering the space desired, as follows: Round-trip ticket to San Francisco, via Perry, Oklahoma, \$149.70; Lower 3, Car 91, on the 10:20 a.m. train, June 14, New York City to Barstow, with blank Pullman ticket to cover reservations on the connecting train, Barstow to Fresno, \$12.00; Lower 5, Car 82, San Francisco to Chicago, on the 9:30 a.m. train, June 26, \$11.50; Extra-fare ticket on the "Streamliner," \$15.00; Lower 3, Car 220, on the 11:00 a.m. train, July 4, Chicago to New York, \$6.00. Total \$194.20.

We have routed you via Barstow because it saves time. However, you can go on to Los Angeles if you wish to avoid a three-hour stay in Barstow where it is very hot in summer.

We appreciate your patronage and hope you have a very profitable trip.

Yours very truly, H. A. Thompson, Passenger Agent.

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MECHANICS OF BUSINESS LETTERS TYPED TO GENERAL PUBLIC

"Fill In 10 Form Letters"

Type Job No. 33

PRINTED LETTERHEAD

We have been called upon to install a great many additional telephones in your vicinity.

This has made it necessary for us to add a new exchange and to shift quite a few of the old exchange numbers.

We regret that yours was one of those which we had to change, and guarantee that you will suffer no inconvenience.

Very truly yours,

CENTRAL TELEPHONE COMPANY

Samuel Taylor, Manager

ST:h

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Type 500 No. _____ Started _____, 19____ On this 500 _____ of _____ Sheets

Title of Unit Mechanics of Business Letters Typed to General Public

Mailable Form Letters

DENVER PUBLIC SCHOOLS • Department of Vocational Education • EMILY GRIFFITH OPPORTUNITY SCHOOL

MECHANICS OF BUSINESS LETTERS TYPED TO GENERAL PUBLIC

"Fill In IO Form Letters"
Type Job No. 34

PRINTED LETTERHEAD

Enclosed please find check for
\$ covering the dividend of \$0.375
per share, payable March 1, 1945, on the
shares of Opportunity Company common
stock standing in your name.

Very truly yours,

OPPORTUNITY COMPANY,

Treasurer.

PLR:EJH

DENVER PUBLIC SCHOOLS

EMILY GRIFFITH OPPORTUNITY SCHOOL

Department of Vocational Education

TYPE JOB NO. 35: Test No. 8TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)FIELD: Office Work

Instructions: Address small envelopes.
Use today's date.
Use modified block style, mixed punctuation.
Use the salutation Dear Mr. (or Mrs., Miss, Dr.) _____: as called for.

Send the letters to the following five persons. There is a fill-in in the body of each letter, as shown after each complete address.

1. Mr. James Parsons, 1062 Sunset Boulevard,
Los Angeles, California.
Fill-in: Chicago.
 2. Dr. James Davis, 621-28 Medical Arts Building,
Seattle, Washington.
Fill-in: San Francisco.
 3. Miss Jean Forrest, 251 Park Avenue, New York,
New York. Fill-in: Miami, Florida.
 4. Mr. Allen P. Hartley, 921 Euclid Avenue,
Cleveland, Ohio.
Fill-in: the Canadian Rockies.
 5. Mrs. Finley Marvis, 1954 Circle Drive,
Denver, Colorado.
Fill-in: Mexico City.
-

RETURN THIS SHEET TO THE INSTRUCTOR together with YOUR FINISHED WORK

TYPE JOB NO. 35: Test No. 8 - Second Try

TITLE OF UNIT: Mechanics of Business Letters
Typed to General Public (Unit No. 30)

FIELD: Office Work

Instructions: Address large envelopes.
Use today's date.
Use modified block style, open punctuation.
Note there is an attention line and plan for it.
Use the salutation Gentlemen.

Send the letters to the following five firms.
There are two fill-ins in each letter, as
shown after each complete address.

1. Colton Publishing Company, 915 - 15th Street,
Denver, Colorado.
Attention: Shipping Department.
1st fill-in: March 1.
2nd fill-in: express.
 2. Westphal Clothing Company, Pittsburgh,
Pennsylvania.
Attention of Mr. John Miller.
1st fill-in: April 15.
2nd fill-in: freight.
 3. Green Novelty Company, 910 Beech Street,
Iowa City, Iowa.
Attention: Mr. John Green, President.
1st fill-in: March 6.
2nd fill-in: freight.
 4. Wood-Meads Company, 211 Lexington Avenue,
Albany, New York.
1st fill-in: March 21.
2nd fill-in: express.
 5. New World Paper Company, New World Building,
Kansas City, Missouri.
Attention: Mr. Jack Lorton.
1st fill-in: April 29.
2nd fill-in: freight.
-

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Department of Vocational EducationTYPE JOB NO. 42:

Test No. 9

TITLE OF UNIT:

Mechanics of Business Letters

Typed to General Public (Unit No. 30)

FIELD:

Office Work

Instructions:

Fold five of your completed large letters for large envelopes and insert them correctly.

RETURN THIS SHEET TO THE INSTRUCTOR together with YOUR FINISHED WORK

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Department of Vocational EducationTYPE JOB NO. 42:

Test No. 9 - Second Try

TITLE OF UNIT:Mechanics of Business Letters
Typed to General Public (Unit No. 30)FIELD:

Office Work

Instructions:

Fold five of your completed large letters
for small envelopes and insert them cor-
rectly.

RETURN THIS SHEET TO THE INSTRUCTOR together with YOUR FINISHED WORK

DENVER PUBLIC SCHOOLS
DEPARTMENT OF VOCATIONAL EDUCATION
EMILY GRIFFITH OPPORTUNITY SCHOOL
DENVER, COLORADO

Certificate of Achievement

PERSONAL RATING

The instructor making the rating should mark with an ☒ the statements which best describe the student. Only ONE statement should be marked under EACH heading.

COOPERATION:

- Works exceptionally well with others and seeks opportunities to do so ☐
Does more in helping others than is required ☐
Works with others without friction ☐
Avoids working with others ☐
Is disagreeable and unpleasant, uncooperative ☐

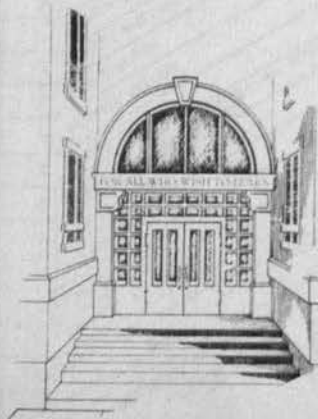
RESPONSIBILITY:

- Can be depended upon at all times ☐
Less than average supervision needed ☐
Generally reliable ☐
Frequently fails to complete assignments ☐
Cannot be depended upon, irresponsible ☐

INDUSTRY:

- Finds and does additional work ☐
Seldom is away from his job ☐
Requires some encouragement ☐
Slow to start, finds excuses ☐
Definitely shirks work, does not stay on job ☐

The above rating of _____ is based upon
performance from _____, 19____ to _____, 19____
while receiving instruction.



Emily Griffith
OPPORTUNITY
School

Certification. THE PART of this Unit of
Instruction which was completed by

_____ is shown on the opposite side of this certificate
and is enclosed in the rectangle of RED LINES.

INSTRUCTOR

DATE

PRINCIPAL

CONTENT ANALYSIS CHART AND INDIVIDUAL PROGRESS RECORD

OPERATIONS CHECKED AND
APPROVED #2

OPERATION NUMBERS

0-1 0-2 0-3 0-4 0-5 0-6 0-7 0-8 0-9 0-10 0-11 0-12 0-13 0-14 0-15 0-16 0-17 0-18 0-19 0-20 0-21 0-22 0-23 0-24 0-25 0-26 0-27 0-28 0-29 0-30 0-31 0-32 0-33 0-34 0-35 0-36 0-37

TIME IN
HOURS AND MINUTES

TITLE OF UNIT: TOTAL HOURS: 45
MECHANICS OF BUSINESS LETTERS
TYPED TO GENERAL PUBLIC

CHART 11

FIELD: OFFICE WORK

UNIT NO. 30

NAME

ADDRESS

DATE STARTED

OPERATIONS
FINDING THE POSITION ON ENVELOPE
TYPING THE ENVELOPE
GETTING READY TO TYPE LETTER
ESTIMATING NUMBER OF WORDS IN BODY OF LETTER
DECIDING LETTER PLACEMENT
PROOFREADING A LETTER
WRITING OPENING PARTS OF FULL BLOCK LETTER
WRITING CLOSING PARTS OF FULL BLOCK LETTER
WRITING CLOSING PARTS OF MODIFIED BLOCK LETTER
WRITING OPENING PARTS OF MODIFIED BLOCK LETTER
WRITING CLOSING PARTS OF INDENTED LETTER
WRITING OPENING PARTS OF INDENTED LETTER
WRITING CLOSING PARTS OF INDENTED LETTER
WRITING OPENING PARTS OF OFFICIAL LETTER
WRITING CLOSING PARTS OF OFFICIAL LETTER
WRITING ENVELOPES
MATCHING TYPE FOR COLOR
FILLING READY TO FILL IN FORM LETTER
INSERTING LETTER IN ENVELOPE
FOLDING REGULAR LETTER IN ENVELOPE
FOLDING REGULAR LETTER FOR LARGE ENVELOPE
FOLDING THREE-QUARTER LETTER FOR SMALL ENVELOPE
FOLDING HALF-SHEET LETTER FOR LARGE ENVELOPE
FOLDING OFFICIAL LETTER FOR SMALL ENVELOPE
INSERTING REGULAR LETTER IN WINDOW ENVELOPE
INSERTING LETTER IN WINDOW ENVELOPE

ESTIMATE FOR EXPERIENCED PERSON
(PERFORMANCE TIME)
ESTIMATE FOR AVERAGE STUDENT
(STUDY AND PERFORMANCE TIME)
TIME TAKEN BY THIS STUDENT
ACCURACY REQUIRED
ACCURACY ACHIEVED
INSTRUCTOR'S INITIALS

NO.	TYPE JOBS	FINISH	TYPE	GET	ESTIM	USE	PROOF	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE	WRITE
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DENVER PUBLIC SCHOOLS
DEPARTMENT OF VOCATIONAL EDUCATION
EMILY GRIFFITH OPPORTUNITY SCHOOL
DENVER, COLORADO

Certificate of Achievement

PERSONAL RATING

The instructor making the rating should mark with an ☒ the statements which best describe the student. Only ONE statement should be marked under EACH heading.

COOPERATION:

- Works exceptionally well with others and seeks opportunities to do so ☐
Does more in helping others than is required ☐
Works with others without friction ☐
Avoids working with others ☐
Is disagreeable and unpleasant, uncooperative ☐

RESPONSIBILITY:

- Can be depended upon at all times ☐
Less than average supervision needed ☐
Generally reliable ☐
Frequently fails to complete assignments ☐
Cannot be depended upon, irresponsible ☐

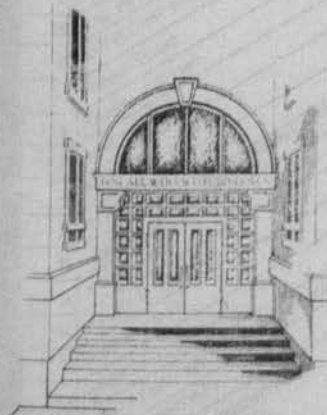
INDUSTRY:

- Finds and does additional work ☐
Seldom is away from his job ☐
Requires some encouragement ☐
Slow to start, finds excuses ☐
Definitely shirks work, does not stay on job ☐

The above rating of _____ is based upon
performance from _____, 19____ to _____, 19____
while receiving instruction.

Certification. THE PART of this Unit of
Instruction which was completed by

_____ is shown on the opposite side of this certificate
and is enclosed in the rectangle of RED LINES.



Emily Griffith
OPPORTUNITY
School

INSTRUCTOR

DATE

PRINCIPAL

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