This manual, intended for inexperienced and experienced coordinators, school administrators, and guidance personnel, is designed to provide practical suggestions for initiating, developing, operating, coordinating, improving, and evaluating cooperative office education programs. Major content is presented primarily in outline form under the following headings: Philosophy of Cooperative Office Education; Definitions, Requirements, and Standards for Cooperative Office Education I and II; General Objectives and Benefits of a Cooperative Office Education Program; Establishing a Cooperative Office Education Program (Interest of School Personnel, Steps in Establishing a Cooperative Office Education Program, The Teacher-Coordinator, Recruitment of Students, Facilities and Equipment); Coordination Activities (Advisory Committee, Public Relations, Training Stations, Training Agreement and Training Plan, Selecting Co-Op II Students, Evaluating the Program, Preparing and Maintaining Records); Federal and State Laws; Areas of Accountability for Teacher-Coordinator; Behavioral Objectives and Suggested Units of Study for Co-Op I (Office Orientation, Personal Development, Getting the Job You Want, Basic Skills, Business Letters, Mailing and Shipping, Records Management and Filing, Receptionist Training, Telephone and Telegraph Services, Copying and Duplicating Machines, Office Machines); Behavioral Objectives and Suggested Units of Study for Co-Op II (Secretarial Procedures, Specialized Typewriting, Machine Transcription, Financial Records); and Supplemental Units (Civil Service Office, Insurance Office, Introduction to Data Processing, Legal Secretary, Medical Secretary, Office Management, Personal Money Management, Real Estate Office, Business Terminology). A list of resource materials and 15 forms for use in establishing a cooperative office education program are included. (HD)
PREFACE

This manual is the result of a combined effort of Cooperative Office Education coordinators of South Carolina who participated in two workshops in Charleston and Columbia to develop the manual. The manual was utilized on an experimental basis by the coordinators during 1974-75 and appropriate revisions were made in the manual during June of 1975. It is intended to provide practical suggestions for initiating, developing, operating, coordinating, improving, and evaluating Cooperative Office Education programs. The manual can be used as a guide for inexperienced and experienced coordinators, school administrators, and guidance personnel.

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PHILOSOPHY OF COOPERATIVE OFFICE EDUCATION

Cooperative Office Education is designed to prepare students for office careers. Since the office is the nerve center of a business, coordinators should be held accountable for each student's mastery of those skills needed for entrance and advancement in specific office occupations.

Office occupations is rapidly expanding, and all qualified office occupations students should have the opportunity to participate in the cooperative program.

An effective program developed through the cooperative efforts of the school, business, and community will help students develop worthy business attitudes and patterns of behavior which will encourage productive citizenship.
DEFINITION

Cooperative Office Education is a two-year program designed to prepare students for entry-level employment. Classroom instruction is combined with on-the-job training relative to student occupational objectives.

Cooperative Office Education I is a one-period, pre-employment laboratory class period conducted during the junior year. Simulated work experience is provided each student. Skills and knowledges necessary for success in the Cooperative Office Education II program are developed and refined.

Cooperative Office Education II combines two classroom periods of related instruction with part-time student employment experience. Through the use of individualized training plans, the employer and the teacher-coordinator assist the student in making a smooth transition from the high school environment to the world of work.

REQUIREMENTS AND STANDARDS FOR COOPERATIVE OFFICE EDUCATION I

A student-learner

- must be an office occupations major.
- must be fifteen (15) years of age or older and regularly enrolled in grade eleven.
- must have completed a full year of vocational Typewriting I prior to entering Cooperative Office Education I.
- will receive one (1) unit of credit upon successful completion of Cooperative Office Education I.

REQUIREMENTS AND STANDARDS FOR COOPERATIVE OFFICE EDUCATION II

A student-learner

- must have successfully completed Cooperative Office Education I.
- must be recommended by the teacher-coordinator.
- must be sixteen (16) years of age.
- must be an office occupations major.
- must work a minimum of 300 hours in an office position for one (1) unit of credit.
- must work a minimum of ten (10) hours per week continuously throughout the school year.
- must keep accurate time cards and have cards signed by the training station supervisor.
must notify the teacher-coordinator and training station supervisor if unable to go to work.

- must notify the teacher-coordinator whenever a problem arises at work.
- must dress appropriately for an office and display proper office behavior.
- must attend school for one-half the day and have regular school attendance.
- must furnish his/her own transportation.
- must abide by the policies of the school as well as those of the training station.
- must be employed in an office position by October 15.
- will receive two (2) units of credit for the classroom instruction.

The teacher-coordinator must be a full-time cooperative office education teacher with two classes of Cooperative Office Education I and one class of Cooperative Office Education II. Each class of Cooperative Office Education I should have approximately 30 students enrolled. The Cooperative Office Education II should have 15 (minimum) to 25 (maximum) students enrolled. Two periods of released time are to be provided in the afternoon for coordination activities. The coordinator should have all the students in the Cooperative Office Education II program placed on the job no later than October 15 yearly.

**GENERAL OBJECTIVES OF A COOPERATIVE OFFICE EDUCATION PROGRAM**

1. To prepare students for full-time employment or further training in higher education following graduation from high school.

2. To give students background training which will bridge the gap between school life and occupational competency.

3. To present, develop, and refine the office skills necessary for entry-level employment.

4. To encourage regular attendance in school and on the job.

5. To provide an opportunity, through on-the-job training, for students to acquire additional skills and knowledges needed for future job competency.

6. To promote feelings of achievement and self-respect in the student.

7. To provide an opportunity for students to make social adjustments and develop the ability to work well with others.

8. To provide a well-equipped laboratory in which students practice the skills, knowledges and attitudes needed for successful employment.

9. To develop sound personal money management practices.

10. To cooperate with businessmen in the community in helping meet the needs of office employees.
11. To guide the students in selecting the job most suited to them.

12. To encourage students to become productive citizens in the community.

13. To stress the importance of being able to follow directions and accept constructive criticism.

14. To develop desirable work habits and attitudes.

15. To provide realistic learning experiences and financial assistance.

16. To emphasize the importance of punctuality, dependability, accuracy, neatness, and responsibility.

17. To develop a general economic understanding of business operations.

18. To help create a normal, healthy, and sincere attitude toward work.

19. To assist the student in adjusting to an office routine.

20. To help the student understand the necessity for good health habits.

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**BENEFITS OF A COOPERATIVE OFFICE EDUCATION PROGRAM**

**BENEFITS TO THE STUDENT**

The student:

1. Acquires skills and knowledges while receiving on-the-job training in an office.

2. Is motivated to learn, both on the job and in class, because of meaningful experiences.

3. Develops self-confidence, independence, and a sense of security.

4. Earns money and learns to appreciate its value.

5. Develops businesslike traits and attitudes.

6. Has an opportunity to select the occupational area for which he is best suited.

7. Learns how to get along with adults in a business atmosphere.

8. Is encouraged to complete high school and possibly further his/her education to achieve a more specialized career.


10. Will assess aptitudes and interests in order to determine future educational and occupational needs.

11. Has an opportunity to correlate general, academic, and office education with on-the-job training.
12. Receives guidance from teacher/coordinator, supervisor on the job, and co-workers.

**BENEFITS TO THE SCHOOL**

The school:

1. Will meet the needs of more students.
2. Will receive cooperation from employers in enriching the curriculum.
3. Has an opportunity to keep abreast of current business practices and procedures.
4. Will have an improved public relations image with the community.
5. Will utilize the office facilities of cooperating employers in the community as a laboratory for practical training.
6. Will provide a more realistic guidance program for students with office occupations objectives.
7. Will provide office occupations information that is meaningful and up to date.
8. Will have a well-equipped laboratory for training in the classroom.

**BENEFITS TO THE EMPLOYER**

The employer:

1. Is able to obtain a part-time employee when the need arises.
2. Is aware of the office occupations curriculum and has an opportunity to express ideas for improving the curriculum.
3. Is relieved of the cost of some on-the-job training.
4. Has a steady source of well-qualified workers for full-time employment.
5. Gains an understanding and appreciation of the office occupations program in the school and of the mutual training problems faced by teachers and businessmen.
6. Learns how to improve the efficiency of all employees by his participation in the Cooperative Office Education Program.

ESTABLISHING A COOPERATIVE OFFICE EDUCATION PROGRAM

INTEREST OF SCHOOL PERSONNEL

In most cases, a Cooperative Office Education Program is initiated by an interested office occupations teacher who sees the need for the program in the school and the community. In some instances, administrators or businessmen may be the interested parties. Chances of incorporating a cooperative program are greater if the idea originates with the school personnel. Enthusiasm on the part of the office occupations teacher is a must! The understanding and cooperation of the administrators, guidance personnel, and the rest of the school faculty is essential for a successful Office Education Cooperative Program.

STEPS IN ESTABLISHING A COOPERATIVE OFFICE EDUCATION PROGRAM

1. An interested office occupations teacher approaches the school administration.
2. The administration approves the concept.
3. A school survey is conducted to determine student interest.
4. A community survey is conducted to determine businesses interested in such a program.
5. An application is submitted to the Office of Vocational Education.
6. Select the coordinator.

THE TEACHER-COORDINATOR

The selection of a teacher-coordinator is of great importance because this person is responsible for teaching, supervising, and correlating the related instruction and work experiences of the cooperative students. In addition to being certified in commerce, the teacher-coordinator should be able to work well with employers, employees, school administrators, and faculty. He should possess a pleasing personality, self-confidence, and pleasing appearance as well as an interest in school, business, and community activities.

After a qualified teacher-coordinator has been employed, arrangements should be made for him to proceed with coordination activities. The teacher-coordinator should be authorized to solicit cooperation from employers, interview prospective cooperative students, locate proper teaching and audio visual materials, and arrange individual training plans.

COORDINATION PLAN

Coordinators need a planned program of coordination activities in order to carry out a cooperative program. Suggested guidelines to follow:

A. Plan a coordination calendar covering activities to be accomplished each month.
   1. Record a —
      a. List of all training stations.
      b. List of all potential training stations.
      c. List of program promotion activities (newspaper, radio, television, speeches).
   2. Determine the number of calls you can make weekly.
   3. Group visits according to location.
   4. Keep a record of each call.
   5. Keep administration advised of your schedule.
B. Develop training programs and related instruction.
   
1. Employer and coordinator should develop individual training plans.
2. Plan related instructional program.

RECRUITMENT OF STUDENTS

The teacher-coordinator should begin recruiting prospective students in the ninth grade.

Suggestions for recruiting students:

1. Invite guidance personnel into the classroom several times a year.
2. Arrange an assembly program for ninth and tenth grade students explaining goals of the program and requirements for enrolling.
3. Prepare slides of former cooperative students on the job to show in assembly program.
4. Conduct surveys.
5. Disseminate brochures.
6. Conduct a tour of Cooperative Office Education laboratory.
7. Invite former and present cooperative students to tell about their jobs.

FACILITIES AND EQUIPMENT

The cooperative education classroom should be large enough to accommodate approximately 30 students and should be equipped with modern, up-to-date office equipment and furniture.

The classroom should resemble a business office as nearly as possible since the overall objective of the program is to train students for entry-level job competency.

Similar machines should be grouped together and electrical outlets installed at convenient locations. The grouping should conform to acceptable business standards.

A model office with a telephone is recommended as part of the layout. The teacher-coordinator could use this room for interviewing students, having conferences, etc. Student participation in the model office is a way of providing constant training. (Example—answering the telephone, filing, etc.)
ADVISORY COMMITTEE

Importance of an Advisory Committee

A carefully selected advisory committee can be extremely helpful in advising and assisting the teacher-coordinator in the operation of the program. The committee can contribute to the success of the program by:

- Helping determine employment opportunities in the community.
- Helping determine the kind and amount of training needed by future office workers.
- Helping locate training stations.
- Assisting in promotion of the program.
- Providing resource speakers.
- Participating in the evaluation of the program.

Appointing an Advisory Committee

The advisory committee should be selected as soon as possible after the inception of a Cooperative Office Education Program. This committee should consist of the teacher-coordinator, superintendent, and principal/director as permanent members, along with three to five additional members from the community. Those invited to serve should be businessmen and women who are interested in youth and in the community, i.e., lawyer, newspaper representative, guidance counselor, personnel manager, working parent of a student, secretary. Time of appointment should be alternated in order to prevent the program having an entirely new committee at any one time.

The teacher-coordinator should prepare a list of qualified persons to serve on the committee and present it to the local superintendent. The superintendent should extend an invitation in writing to the selected candidates. (See form in Forms Section.)

Teacher-Coordinator's Relationship with an Advisory Committee

The teacher-coordinator should serve as temporary chairman of the committee until a chairman is selected by the members of the committee. The teacher-coordinator then usually serves as secretary of the advisory committee.

There is no general rule regarding the number of meetings to be held each year. It is recommended, though, that three to four meetings be held annually. However, a new program may necessitate more than four meetings.

In planning an advisory committee meeting, the teacher-coordinator should:

- Plan the agenda in cooperation with chairman of committee members.
- Prepare materials to be presented.
- Reserve a meeting room.
- Notify members of meeting date.
- Mail agenda to committee members prior to each meeting.
- Invite school administrators, fellow office occupations teachers, and other special guests.
- Check the room reservation before scheduled meeting.
- Organize furniture in meeting room.
- Call members to remind them of meeting.
- Prepare minutes of previous meeting.

PUBLIC RELATIONS

A well-organized public relations program is needed to make a Cooperative Office Education Program successful. In general, public relations activities entail keeping the community (school personnel, parents, students, businessmen, and news media) aware of the program and the benefits it provides. The teacher-coordinator is the key person in initiating and carrying out the public relations activities. However, he can solicit help from the advisory committee, school personnel, students, and former employers of cooperative students. Support and cooperation must be maintained by the public.

Suggestions for promoting a Cooperative Office Education Program:

- Prepare bulletin board illustrating opportunities in office occupations with brochures and pamphlets.
- Speak to civic, business, and school organizations. (Show slides of former students on the job, have former students tell of their experiences, etc.)
- Prepare a description of program and have calling cards printed. Distribute both to various civic and business organizations.
- Appear on a local radio and/or television program.
- Visit or write letters to parents of prospective students.
- Prepare news releases including pictures of students in the classroom and on the job.
- Plan a television program during Vocational Education Week.
- Ask annual staff to photograph co-op students at work for annual ads.
- Plan an "Open House" for employers to observe the classroom equipment and activities.
- Visit offices in the community and representatives of manufacturers of business machines.
- Publish statistics of co-op graduates.
- Furnish the guidance counselor with proper information — description of the program, survey forms for interested students, brochures, and pamphlets.
- Place an ad in the newspaper to thank the participating employers and the members of the advisory committee.
- Present an Employer-of-the-Year award.
- Plan a co-op luncheon or banquet for employers.
- Present certificates of appreciation to employers.

TRAINING STATIONS

Training stations should be selected carefully. The teacher-coordinator must keep in mind that the main purpose of a training station is to provide quality office experience for a student/learner in preparation for an office occupation. School administrators, advisory committee members, chamber of commerce, civic organizations, service clubs, the state employment office, and former cooperative students may assist in locating training stations. The teacher-coordinator should continue throughout the year to contact prospective training station employers. Some students may need to change training stations in order to meet individual career objectives.

Criteria for selecting training stations:

- Reputation of the business establishment.
- Type of office work performed.
- Environment of the office.
- Availability of proper supervision.
- Planned office experience related to capabilities of student/learner.
- Understanding of program objectives and willingness to participate in the program.
- Wages paid the student/learner should be comparable to that paid other inexperienced part-time employees performing similar tasks.
- Adherence to the training plan.
- Provide a minimum of 10 hours of employment per week.
- Observation of laws regarding employment of minors.
- Allow teacher-coordinator to make periodic visits and observe student/learner.
- Willingness to submit work appraisals of student/learner’s performance.
- Provide time for conferences with teacher-coordinator to discuss progress or problems.
- Ability to offer a variety of training experiences.
- Safety measures exercised for the welfare of the student/learner.

Evaluating Training Stations

The overall training station should be evaluated in terms of its effectiveness in meeting the needs of the students and the community. Students are in the best position to know whether training stations have been helpful in preparing them for employment. A constant informal evaluation should be made during the school year to determine what might be done to further improve their training.

The teacher-coordinator should continuously strive to improve the quality of training station instruction by:

- Arranging for a designated individual to supervise each student.
- Seeing that a written training plan for each student is carefully prepared.
- Ascertaining that the training station follows the training plan.

Visiting by Teacher-Coordinator

Communication between the business and school is important. The teacher-coordinator must visit student/learners on the job at least once each grading period and more if the situation warrants it.

A teacher-coordinator visits a training station in order to:

- Become familiar with the duties being performed by the student/learner.
- Determine what individualized units of instruction should be implemented in the classroom.
- Obtain resource materials and suggestions for use in related instruction in the classroom.
- Become more aware of the training station’s policies.
- Observe performance of the student.
- Observe the student/learner’s dress, grooming, office etiquette, and telephone manners.
- Discuss with the supervisor student progress and ways to improve student performance.
- Ensure that a student/learner is receiving meaningful office experience.
- Ensure that the student/learner is not being exploited.
TRAINING AGREEMENT AND TRAINING PLAN

The Training Agreement

When an employer has agreed to employ a cooperative student, a training agreement should be signed by the employer, teacher-coordinator, student, principal, and parents. The agreement outlines the responsibilities of the employer, teacher-coordinator, and student.

The training agreement is needed in order to prevent misunderstandings about the responsibilities of those persons involved in the operation of the program. A teacher-coordinator should explain the purpose of the agreement and indicate that it is not a legally binding contract. One copy of each training agreement is to be mailed to the office occupations consultant. (See form in Forms Section.)

Developing the Training Plan

The preparation of a training plan should be a joint effort of student, teacher-coordinator, and training supervisor. The plan should indicate a list of duties to be performed by the student/learner and whether the student/learner will receive instruction in developing job competency in the classroom, on the job, or both locations. This agreement is a valuable guide to the teacher-coordinator in determining the related instruction in the classroom. The plan should provide a summary of the competencies to be developed by the student/learner for success in the chosen career objectives.

The training plan should be developed as soon as possible after the student/learner has been placed at a training site. The plan may also be developed before placing the student/learner on the job. (See sample in Forms Section.)

Steps in completing a training plan:

- Explanation of the purpose of the training plan to supervisor and student/learner
- Preparation of job description for career objective
- Order of instruction (sequence) — on the job
- Order of instruction (sequence) — in the classroom
- Proficiency attained

SELECTING CO-OP STUDENTS

The teacher-coordinator should carefully select 20 to 25 Cooperative Office Education II students from the Cooperative Office Education I students in the spring of the junior year. The teacher-coordinator should work closely with faculty, guidance, and administration in helping select prospective Cooperative Office Education II students. However, the teacher-coordinator has the ultimate responsibility for acceptance of students into the program.

Factors to be considered in selection:

Students must

- be "ready" to enter the part-time employment phase of a Cooperative Office Education Program.
- have basic marketable skills.
- have stated career objectives.
- want to work and have the ability to profit from the program.
- have the ability to work with others.
- be willing to accept responsibility and follow instruction.
- be able to work sufficient hours to make work meaningful and realistic.
- have regular school attendance.
- be mentally and emotionally mature to cope with office problems.
- be pleasant and presentable.
- have parental consent.
- be responsible for their own transportation.
- be in excellent health.
- be 16 years of age.

Suggested procedures for selecting students for Cooperative Office Education II:

- Completed application form by interested Co-op I students.
- Paper stating reasons for desiring to continue in the co-op program.
- Individual interviews with students.
- Review complete school records of interested students.

Class Schedules

Through careful counseling and subject scheduling, cooperative students should have fulfilled most of the requirements for graduation at the end of the eleventh grade. Senior students participating in the cooperative program (part-time employment phase) divide their time between school and a part-time job. **These students must be scheduled so that they attend school part of the day and work for the remainder of the day.** Because these students devote 10 to 20 hours to on-the-job employment and 10 hours to related instruction in the classroom weekly, little homework should be assigned. However, outside assignments are a problem which must be solved locally. Cooperative students should be able to participate in school activities and not be set aside as an isolated group because of their work schedules.

Student Placement

The teacher-coordinator should place Cooperative Office Education II students at training stations by October 15. The career objective, aptitude, interest, ability, and previously acquired skills should be carefully considered before placing a student. Personalities of the student/learner and the supervisor should also be considered.

After the teacher-coordinator has selected several qualified students for a particular training station, the employer should be contacted to schedule interviews. Usually three students are scheduled for each interview in order to provide a realistic, competitive employment situation for the students. If a student is employed prior to his enrollment in the second phase of the program, the teacher-coordinator is responsible for discussing the program with the employer and determining if the business would provide suitable training for the student/learner. If the training station is not suitable, hours worked cannot be considered for credit. Student must terminate such employment as soon as a suitable training station is located.

Students should be trained in interview techniques before going for an interview. Training may be acquired during Cooperative Office Education I and again at the beginning of Cooperative Office Education II. Students should be given precise information on preparing for an interview.
Determining Student Progress

Student progress should be evaluated on a systematic basis by the supervisor and the teacher-coordinator in an effort to determine the areas of performance that need improvement and to identify needed adjustments in the classroom and on the job that will aid the student’s progress.

The teacher-coordinator will furnish the supervisor a progress report form to be completed each grading period. The form includes an area for personal traits and skills. This report along with discussions with the training supervisor and personal observations will determine the level of performance. The teacher-coordinator should schedule individual conferences with students to discuss their performance reports and comments made by their supervisors. (See form in Forms Section.)

The teacher-coordinator should also schedule a conference with the student whenever he/she encounters a problem at work, school, or in personal matters. The conference can be used by student and teacher-coordinator in planning and evaluating segments of related instruction.

EVALUATING THE PROGRAM

The teacher-coordinator and local administrators will evaluate the overall program in terms of its effectiveness in meeting the needs of the students and the community. A constant informal evaluation should be made during the school year and a more formal evaluation made at the end of the school year. Follow-up of graduates is helpful in program evaluation.

The purpose of evaluation is to determine the strengths and weaknesses of the program, whether or not stated objectives are being met, and ways for improving the program. The teacher-coordinator should evaluate the program by examining the resource materials used in the classroom, comments of former participating businessmen, suggestions of the advisory committee, and performance of student/learners on the job.

A follow-up study shall be maintained on cooperative office education graduates for a period of five years to determine how many have remained in the occupation for which they were trained or have entered a related occupation. The study should note the number of students who advanced on the job without additional training, and the number who received training after high school.

PREPARING AND MAINTAINING RECORDS

Each cooperative office education teacher-coordinator will report enrollment, follow-up, and program completions yearly through the Basic Educational Data System.

Each student must prepare a monthly time card listing the number of hours worked. A summary of the tasks performed should accompany the time sheet. The two reports will become a part of the student’s file. (See form in Forms Section.)

Follow-up reports on cooperative office education graduates shall be maintained by the teacher-coordinator for a period of five years.
A follow-up is necessary in order to:

- Determine the types of jobs being performed.
- Determine the duties and responsibilities of workers.
- Obtain information on how the cooperative program can better train office workers.
- Identify new equipment being used in offices.
- Determine the success of former graduates and the degree to which their cooperative training helped.

Follow-up studies may be done by mailing a questionnaire, telephoning, or asking a relative or friend. The questionnaire is most commonly used. (See form in Forms Section.)
FEDERAL AND STATE LAWS

LABOR LAWS

Every precaution should be taken to comply with all segments of labor laws pertaining to student/learners.

Information concerning legal requirements for wages, hours, and working conditions for student/learners may be obtained from:

U. S. Department of Labor  
Employment Standards Administration  
Wage and Hour Division  
1371 Peachtree Street, N.E., Room 331  
Atlanta, Georgia 30309

A discussion of the minimum wage and hour law should be held between the teacher-coordinator and the prospective employer. If a business comes under the minimum wage and hour law, a student/learner must be paid minimum wages. There is one exception — sub-minimum wages may be paid if an employer makes application to the U. S. Department of Labor. The government provides applications which the teacher-coordinator should keep on hand. (These may be obtained from the above address.) The teacher-coordinator is responsible for filling out two copies of the application (Form WH-205) and mailing them immediately to the regional office. A copy should also be retained by the employer. (See form in Forms Section.)

The teacher-coordinator should maintain contact with local or area representatives of the Department of Labor. When questions arise concerning federal labor regulations, school authorities should seek the advice of the representative of the nearest U. S. Department of Labor Office.

TITLE IX

Discrimination on the basis of sex is banned in all federally funded programs.
AREAS OF ACCOUNTABILITY FOR TEACHER–COORDINATOR

The teacher-coordinator is the key person in a Cooperative Office Education Program. The success or failure of a program depends largely upon the manner in which a teacher-coordinator performs his duties and responsibilities.

RESPONSIBILITIES OF A TEACHER–COORDINATOR

General Responsibilities

Plan the program.
Assemble the proper teaching aids.
Utilize various types of teaching techniques to meet the needs of students and the community.
Assist in guidance.
Act as a public relations person.
Coordinate the entire program.

Specific Responsibilities

Administrative activities

Plan program objectives.
Prepare an annual budget.
Make community surveys for types of training needed and up-to-date equipment being used in office.
Participate in professional organizations.
Read professional literature to keep abreast of latest trends and developments in business and industry.
Organize and work closely with advisory committee.
Maintain cooperative students' personnel records.
Prepare and send in reports on time.
Evaluate and adjust program periodically.
Correlate classroom instructions with on-the-job training

Determine, develop, and assemble needed instructional materials.
Maintain up-to-date resource materials.
Teach and direct individual projects.
Evaluate learning outcome.
Observe changing procedures in office training stations periodically.

Guidance and selection of students
Describe program to students.
Work with school guidance personnel.
Provide information about the cooperative education program.
Counsel entering students and inform their parents about the cooperative program.
Obtain information on prospective cooperative students.
Assist in scheduling.
Help students with career planning.
Make available college and technical school catalogues.

Place students in training stations
Select suitable office training for each student.
Locate employers willing to participate in the cooperative program (begin during the summer when possible).
Maintain communication with continuing training sponsors during the summer.
Explain program and participation of each to employer, supervisor, and co-workers.
Prepare students for interviews.
Place students on the job.

Assist students in making personal adjustments
Aid in helping to correct poor personal traits.
Discuss personal and socio-economic problems.
Discuss educational problems.
Stress proper behavior and grooming for an office.
Encourage student to participate in some extra curricular activity.

Assist students in adjusting to work
Help students on the job.
Discuss job problems.
Have conferences with training supervisor regarding student/learner's adjustment.

Evaluate student/learner's progress.

Improve training on the job

Establish job responsibilities.

Develop training plans.

Consult and assist training supervisor.

Stress the importance of the training.

Maintain good public relations

Plan publicity programs.

Prepare exhibits and displays.

Prepare publicity for newspapers.

Keep faculty, parents, community, employers, school administration, and student body aware of the cooperative program.

Conduct an annual employer appreciation activity.

Provide services to graduates

Provide guidance and placement services to graduates.

Follow-up graduates.
SUGGESTED CURRICULUM GUIDE FOR COOPERATIVE OFFICE EDUCATION I AND II
BEHAVIORAL OBJECTIVES OF CO-OP I

Upon completion of Cooperative Office Education I, the student will be able to:

1. Discuss career opportunities for office workers.
2. List the personal qualities needed by an office worker.
3. Complete an application blank, type an application letter, and act out an interview correctly.
4. Perform simple money transactions using addition, subtraction, multiplication, division and conversion of fractions and decimals.
5. Perform arithmetic calculations involving percentages, averages and measurements.
6. Type mailable letters accurately using an electric typewriter.
7. Type letters from rough drafts making corrections, necessary insertions, and deletions.
8. Compose simple letters.
9. Identify and use the proper methods of correcting typographical errors.
10. Type business forms, tables, reports accurately.
11. List the classes of mail and prepare mail correctly.
12. File and retrieve correctly using alphabetic and numeric systems.
13. Demonstrate proper telephone techniques.
15. Operate the spirit and stencil duplicating and offset machines correctly.
16. Type spirit masters, stencils, and offset masters accurately.
17. Calculate addition, subtraction, multiplication, and division problems accurately using a ten-key or full-keyboard adding machine.
18. Calculate addition, subtraction, multiplication, and division problems accurately using a printing or an electronic calculator.
19. Transcribe at the typewriter from a transcribing machine, making corrections.
20. Discuss the duties and the desirable personal qualities of a receptionist.
OBJECTIVES

The student will be able to:

1. List the general responsibilities and tasks of office workers.
2. Identify types of offices, ten kinds of office occupations, and list duties of each occupation.
3. Identify the opportunities available for the above mentioned occupations.
4. List the most important personal qualifications, knowledges, and skills necessary for employment.
5. Determine the importance of a job to the total operation of a business.
6. Determine the necessary knowledges for selecting a career, preparing for a career, and accepting employment.

CAREER OPPORTUNITIES FOR OFFICE WORKERS

A. Responsibilities and Tasks
   1. Type mailable letters
   2. Handle mail
   3. Keep records
   4. Greet people
   5. Use the telephone
   6. Process data (detailed information)
   7. Reproduce business papers
   8. Prepare reports
   9. Keep inventory records
   10. Perform financial duties

B. Types of Offices
   1. Financial (banking, brokerage)
   2. Sales, advertising, and production
   3. General administrative
   4. Staff offices (including personnel, public relations, public information)
   5. Professional offices (legal, medical and hospital, engineering and scientific, etc.)
   6. Government

C. Job Classifications and Descriptions
   1. General Clerk
   2. Typist
   3. Stenographer
   4. Secretary
   5. Receptionist
   6. Accounting Clerk
   7. File Clerk
   8. Payroll Clerk
   9. Office Machines Operator
   10. Mail Clerk

D. Rewards of Employment
   1. Promotional-practices
   2. Training and opportunities for advanced study offered in business and in the community
   3. Compensation
   4. Career satisfaction

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PERSONAL DEVELOPMENT

OBJECTIVES

The student will be able to:

1. List the qualities of a good voice.
2. Develop proper nutritional habits.
3. Develop poise and good grooming.
4. Cite the importance of personal hygiene.

PREPARATION FOR AN OFFICE CAREER

A. Personal Analysis
   1. Personality factors
   2. Ability to perform
   3. Character traits
   4. Appearance
   5. Hobbies and interests
   6. Inventory of strengths and weaknesses
   7. Voice development

B. Interpersonal Relations
   1. Intellectual awareness
   2. Relationships with others
   3. Emotional conflicts
   4. Development of personal attributes
   5. Personal efficiency
   6. Self-appraisal and improvement

C. Business Expectations of Office Workers
   1. Acceptable speech, manners, and grooming
   2. Appropriate attire for work
   3. Desirable work attitudes and habits
      a. Punctuality
      b. Loyalty
      c.Courtesy
      d. Initiative
      e. Responsibility

SUGGESTED ACTIVITIES

Complete self-evaluation forms.

Invite guest speakers (personnel director, employers, grooming consultants).

Dress for an office (each student comes to class dressed appropriately for the office).
GETTING THE JOB YOU WANT

OBJECTIVES

The student will be able to:

1. Complete an application blank neatly and accurately.
2. Compose and type an application letter and a resume.
3. Role play the part of a job applicant in an interview.

PREPARATION FOR EMPLOYMENT

A. Sources of Employment
   1. Want ads
   2. State employment office
   3. Private employment office

B. Pre-planning
   1. Preparing the personal data sheet: neat, organized, exact, and correct
   2. Choosing appropriate office attire
   3. Preparing answers to possible questions in the interview
   4. Researching information about the company

C. Applying for a Job
   1. Application form
   2. Application letter and data sheet
   3. Application by phone
   4. Employment test

D. Interview
   1. Maintaining poise
   2. Answering questions
   3. Elaborating on organized answers when queried
   4. Obtaining information tactfully
      a. Job responsibilities
      b. Promotional opportunities
      c. Salary and advancement
      d. Fringe benefits
   5. Creating a favorable impression on interviewer
      a. Looking at him when answering questions
      b. Listening carefully
      c. Sensitivity to termination of interview
   6. Making a decision
      a. On-the-spot
      b. Following interview
   7. Follow-up procedures
      a. Thank you letter for interview
      b. Acceptance or rejection of offer

SUGGESTED ACTIVITIES

Obtain application, social security, withholding exemption, and other forms. Have students complete forms.

Type letter of application and data sheet.

Conduct mock interviews using VTR (video tape recorder). Invite guest to act as the interviewer.
Record the voice of each student.

Invite various speakers (personnel director, employers).

Dress for an office. Each student comes to class dressed appropriately for the office.

Complete a sample employment test.
OBJECTIVES

The student will:

1. Perform accurately arithmetic calculations involving percentages, averages, measurements, and simple money transactions using addition, subtraction, multiplication, division and conversion of fractions and decimals.

REVIEW OF BASIC ARITHMETIC

A. Addition
   1. Horizontal
   2. Vertical
   3. Decimals

B. Subtraction
   1. Horizontal
   2. Vertical
   3. Decimals

C. Multiplication
   1. Decimals
   2. Horizontals
   3. Price extensions
   4. Shortcuts
   5. Rounding numbers
   6. Estimating products

D. Division
   1. Decimals
   2. Computing averages
   3. Shortcuts

E. Fractions
   1. Addition
   2. Subtraction
   3. Multiplication
   4. Division
   5. Changing to decimals

F. Percentage
   1. Change to decimals
   2. Compute with percentages

G. Interest
   1. Formula
   2. Simple
   3. Compound
   4. Discounting
   5. Installment
   6. 60-day method

H. Discounts
   1. Trade
   2. Cash
   3. Chain
   4. Markup
   5. Markdown
SUGGESTED ACTIVITIES

Pre-test and teach to remedy weaknesses.

Compute purchases and sales invoices.

Compute interest on a bank loan.
OBJECTIVES

The student will be able to:

1. Identify the most commonly used letter styles.
2. Identify the punctuation style used in business letters.
3. Type a business letter using an acceptable style (mailable).
4. Type a business letter from a rough draft copy.
5. Type mailable letters making multiple copies.
6. Address envelopes accurately.
7. Compose simple business letters.

BUSINESS LETTERS

A. Letter Styles
   1. Modified Block (block and indented paragraphs)
   2. Block
   3. Simplified (AMS)

B. Letter Punctuation Styles
   1. Open
   2. Mixed

C. Characteristics of a Mailable Letter
   1. Correct horizontal and vertical placement
   2. Appropriate corrections
   3. Neat — no smudges or finger marks
   4. Clean and clear type

D. Standard Parts of a Business Letter
   1. Letterhead
   2. Date Line
   3. Inside Address
   4. Salutation
   5. Body
   6. Complimentary Close
   7. Signature, Typed Name, and Title
   8. Reference Initials
   9. Enclosure Notation
   10. Carbon Copy Notation

E. Additional Parts of a Letter
   1. Mailing Notation
   2. Attention Line
   3. Subject Line
   4. Separate Cover Notation
   5. Postscript
   6. Secondary page headings

F. Stationery

G. Carbon Copies
   1. Assembling and typing carbon packs
   2. Handling carbon paper
   3. Making corrections on original and carbon copies
I. Envelopes
1. Address placement
2. Sizes of envelopes
3. Special notations
4. Same as postal regulations

J. Skills needed for Composing Letters
1. Knowledge of English grammar
2. Business vocabulary
3. Ability to organize thoughts
4. Acceptable structure of messages
5. Knowledge of proofreading marks

K. Types of Letters
1. Acknowledgement
2. Inquiry
3. Appointment
4. Reservations
5. Regarding meetings
6. Transmittal
7. Thank you
8. Follow-up
9. Remittance
10. Request (order goods or services)
11. Form letter

SUGGESTED ACTIVITIES

Have each student prepare a skeleton letter form (listing parts of letter and style of punctuation). Prepare one for each letter style.

- Collect samples of letterheads and discuss letter placement.
- Collect actual business letters and discuss mailability.
- Compose letters as needed for the classroom.
- Compose thank-you letters.
- Type a mailable letter from rough draft.
MAILING AND SHIPPING

OBJECTIVES

The student will be able to:

1. Identify the responsibilities in handling mail.
2. Select the best procedures for handling incoming and outgoing mail.
3. Use the materials and equipment in preparing the mail.
4. Identify the responsibilities of a mail clerk.
5. Handle large quantities of mail correctly.
6. Use shipping guides.
7. Classify mail and use proper postage.
8. Identify the special postal services.

COMPARISON OF HANDLING MAIL

A. In small offices
B. In medium offices
C. In large offices

PROCEDURES IN HANDLING INCOMING MAIL

A. Opening (check for enclosures, return addresses, and signatures)
B. Stamping (time and date)
C. Sorting
D. Routing
E. Keeping mail records
F. Photocopying
G. Distributing
H. Do not open mail marked "personal" or "confidential"

PROCEDURES IN HANDLING OUTGOING MAIL

A. Checking enclosures
B. Folding and inserting letters correctly
C. Sealing envelopes properly
D. Stamping
   1. Stamps
   2. Precancelled stamps and envelopes
   3. Metered envelopes and cards
   4. Metered mail
   5. Zip codes
E. OCR (Optical Character Reader) Machine
F. Referring to Postal Manual
G. Classes of Domestic Mail and Proper Rate
   1. First-class
   2. Second-class
   3. Third-class
   4. Fourth-class
   5. Airmail
H. Special Postal Services
1. Special Delivery
2. Special Handling
3. Registered Mail
4. Certified Mail
5. Insured Mail
6. COD Service
7. Tracing Mail
8. Recalling Mail
9. Money Orders
10. Mail-gram
11. Other

I. Volume Mailing
1. Preparing, using, and updating mailing lists
2. Collating (assembling materials)
3. Chain feeding envelopes
4. Use of addressing machine
5. Stuffing envelopes
6. Sealing and stamping envelopes
7. Securing local and out-of-town mail separately

J. Postage Rate Information
1. Classes of mail
2. Special services

SHIPPING

A. Methods of Shipping
1. Parcel Post
2. Air Parcel Post
3. Railway Express (REA)
4. Air Express
5. Bus Express
6. United Parcel Service (UPS)
7. Truck Transportation
8. Railway Freight Service

B. Preparing Goods for Shipment
1. Marking
2. Packaging

C. Tracing Goods

D. Preparing Claim for Loss

E. Shipping Guides
1. The United States Postal Service Manual
2. The Express and Parcel Post Comparative Rate Guide
3. Leonard's Guide

SUGGESTED ACTIVITIES

Speaker from U. S. Postal Service.
Field trip to Post Office and mail room of a large business.
Obtain copies of domestic postal rates and fees from local Post Office for each student.
Have students practice procedures for handling incoming mail.

Decide best way to send items — mail, shipping.
OBJECTIVES

The student will be able to:

1. Arrange names in alphabetical order correctly.
2. Arrange files in numeric order correctly.
3. Index a variety of documents having names, geographical locations, or numbers correctly.
4. Identify systems of filing.
5. Identify filing equipment.
6. Retrieve information from files.

REASONS A BUSINESS MAINTAINS RECORDS

A. Need for efficient storage of repetitively used records
B. Need to retrieve information

FILING TERMS

A. Indexing, alphabetizing, coding, sorting, inspecting, guides, labels, captions
B. Alphabetic, numeric, geographic, chronologic

NATURE OF BUSINESS RECORDS

A. Correspondence files
B. Examples of files

BASIC RULES FOR ALPHABETIC INDEXING

A. Rules for indexing
   1. Individual names
   2. Variations in names
   3. Company names
   4. Variations in company names
   5. Deviations from basic rules
   6. Geographic location filing
   7. Subject files
   8. Cross-referencing
B. Practice exercises and drills

BASIC RULES FOR NUMERIC FILING

A. Use of numeric files
B. Cross reference to alphabetic order
C. Chronological files

SPECIAL FILES

A. Central files
B. Microfilm
C. Computer tape files
D. Punched card
E. Card files
F. Microfiche

SYSTEMS OF FILING
A. Alphabetic
B. Numeric
C. Geographical
D. Chronological
E. Application analysis
F. Advantages and disadvantages of each system

HANDLING OF CORRESPONDENCE
A. Notations for signaling materials ready for filing
B. Procedure for preparing materials for filing
   1. Inspecting
   2. Indexing
   3. Coding
   4. Cross-referencing
   5. Sorting
   6. Labeling or marking folder
   7. Inserting
C. Practice filing projects using operations above

FILING EQUIPMENT
A. Cabinets (drawer-type)
B. Open shelf
C. Desk
D. Card files
E. Rotary
F. Visible
G. Vertical
H. Power

CONTROL, RETENTION, AND DISPOSITION OF RECORDS
A. Permanent record identification
B. Length of retention for certain records
C. Identification of active and inactive
D. Transfer and storage of file information
E. Charge-out
F. Follow-up

SUGGESTED ACTIVITIES
Field trip to office using numeric filing system — bank.
Visit a business having central files.
Give students alphabetic and numeric filing practice of letters, names, numbers.

Collect cards and other types of materials from the community and use them for filing practice.
OBJECTIVES

1. List the duties of a receptionist.
2. Identify the desirable personal qualities of a receptionist.

RESPONSIBILITIES OF A RECEPTIONIST

A. Receive and classify callers
B. Greet callers promptly and courteously
C. Schedule, record, handle, and cancel appointments
D. Perform housekeeping duties in receptionist area
E. Perform additional clerical duties
F. Keep alert to company policies
G. Answer the telephone
H. Interview people to secure required data

PERSONAL QUALITIES DESIRABLE FOR A RECEPTIONIST

A. Pleasing personality
B. Neat appearance
C. Poise
D. Good manners
E. Exact diction
F. Ability to relate with people
G. Courtesy
H. Friendliness
I. Patience
J. Good judgment
K. Tact
L. Initiative

SUGGESTED ACTIVITIES

Class discussion of kinds of callers and how to deal with them.

Skits to show proper ways to handle callers — introductions, dismissals.
OBJECTIVES

The student will be able to:

1. Use proper telephone techniques.
2. Use various types of telephone equipment.
3. Complete office forms usually associated with telephone usage.
4. Use telephone directories.
5. Place outgoing calls correctly (local and long distance).
6. Identify the types of telephone calls placed.
7. Identify the special long-distance services available.
8. Identify the types of domestic and international telegraph services.

SPECIAL TELEPHONE EQUIPMENT

A. Switchboard
B. Touch-tone
C. Rotary dial
D. Speakerphone
E. Automatic dialing
F. Picturesque
G. Mobile
H. Bellboy
I. Centrex

TYPES AND SELECTION OF LONG-DISTANCE SERVICES

A. Station-to-Station Calls
B. Person-to-Person Calls
C. DDD (Direct Distance Dialing)
D. Coin Calls
E. Collect Calls
F. Conference Calls
G. Mobile Calls
H. WATS (Wide Area Telephone Service)
I. Credit Card Calls
J. Overseas Calls
K. Teletypewriter Calls

USE OF DIRECTORY

A. White Pages
B. Yellow Pages
C. Service Information
D. Night, Sunday, Holiday Listings

HANDLING CALLS

A. Incoming Calls
B. Outgoing Calls
KEEPING TELEPHONE RECORDS

A. Itemized accounting of toll calls and charges
B. Recording conversations
C. Keeping record of frequently called numbers

TYPES OF TELEGRAPH SERVICE/TERMINOLOGY

A. Domestic
   1. Full-rate telegram
   2. Overnight
B. International
   1. Full-rate messages
   2. Cable letters
   3. Ship radiogram

DETERMINING COST OF SERVICE

A. Time zone
B. Type of service
C. Distance

SUGGESTED ACTIVITIES

Obtain the teletraining unit, films, charts, brochures, pamphlets, and other instructional materials from the local telephone company.

Plan field trips to telephone and telegraph companies.

Invite speaker from telephone company. (Demonstrate conference call.)
OBJECTIVES

The student will be able to:

1. Type spirit masters, stencils, and paper offset masters.
2. Operate spirit, mimeograph (stencil), offset duplicators, and wet and dry photocopiers.
3. Draw and write on a stencil using the mimeoscope (illuminated drawing board).
4. Identify the use of each machine.

PHOTOCOPIERS

A. Advantages
B. Types of machines
   1. Wet process (Electrostatic)
   2. Dry process (Infrared)
C. Use of either process

AUTOMATIC TYPEWRITERS

A. Advantages
B. Kinds

COLLATOR

A. Features
B. Advantages

STENCIL DUPLICATION

A. When to use stencil duplication
B. Preparation of stencil
   1. Placement
   2. Corrections
C. Advantages
D. Mechanics of stencil duplication
E. Selection of materials and supplies
F. Terminology of stencil duplication
G. Operation and maintenance of machine
H. Storing the stencil
I. Use of mimeoscope (illuminated drawing board)

SPIRIT DUPLICATION

A. When to use spirit duplication and its limitations
B. Preparation of master
   1. Placement
   2. Corrections
C. Operation and maintenance of machine
OFFSET DUPLICATION

A. When to use offset duplication
B. Terminology of offset duplication
C. Preparation of direct image offset master (paper)
   1. Placement
   2. Corrections
D. Storing the offset master
E. Where and how to pursue a career in offset duplication
F. Legal aspects of copying

SUGGESTED ACTIVITIES

Prepare form letters.

Type useful material on masters and stencils. A form similar to the following should be attached to each master or stencil:

Name
Type of duplication
Number of copies
Date needed
Disposition of master

Observe automatic typewriters (in or out of classrooms).
OBJECTIVES

The student will be able to:

1. Perform addition, subtraction, multiplication, and division problems on a 10-key adding machine with 95 percent accuracy.
2. Solve basic arithmetic problems with 95 percent accuracy using a full-keyboard adding machine.
3. Operate printing and electronic calculators.
4. Transcribe at the typewriter from a transcribing machine.

TEN–KEY ADDING MACHINE

A. Addition by touch
B. Subtraction
C. Multiplication
D. Decimals and fractions, conversion
E. Division by the use of reciprocals

FULL–KEYBOARD ADDING LISTING MACHINE

A. When to use a full-keyboard
B. Review of basic arithmetic
C. Addition
D. Subtraction
E. Multiplication (repeated addition)
F. Use of non-add key for labeling, dating, numbering, etc.
G. Add and interpret negative numbers
H. Sub-total
I. Constant numbers in addition, subtraction, and multiplication

PRINTING CALCULATOR

A. Addition
B. Subtraction
C. Multiplication
D. Division
E. Constants
F. Credit balances
G. Accumulative multiplication
H. Discounts
I. Fractions and percentages
J. Percent of increase and decrease
K. Interest

ELECTRONIC CALCULATOR (Display and Printing)

A. Touch addition
B. Touch subtraction
C. Touch multiplication
D. Touch division  
E. Constants  
F. Accumulative multiplication  
G. Discounts  
H. Fractions and percentages  
I. Interest  
J. Use of memory  

DICTATING AND TRANSCRIBING MACHINES  

A. Advantages  
B. Kinds  
C. Suggestions for transcribing  
D. Transcription practice  
E. Use of machine in an office  

SUGGESTED ACTIVITIES  

Use educational materials furnished by manufacturers.  

Use teacher dictated tapes for following instructions or oral directions.  

Arrange field trips to local offices using different kinds of transcribing machines.  

Use job instruction sheets for all machines.
BEHAVIORAL OBJECTIVES OF CO-OP II

Upon completion of Co-op II the student will be able to:

1. Place local telephone calls, long distance calls, and answer incoming calls correctly.
2. Locate and use resource materials.
3. Type spirit masters, offset masters, stencils, and direct image masters proficiently.
4. Operate spirit, stencil, and offset duplicating machines proficiently.
5. Handle incoming and outgoing mail efficiently.
6. File and retrieve quickly and accurately by alphabet, number, subject, location, etc.
7. Demonstrate the necessary skills and personal qualities needed for entry level office occupations.
8. Type mailable letters quickly and accurately with multiple carbons and envelopes.
9. Type common business forms, such as bill of lading, purchase order, invoice, memorandum, requisition, accurately.
10. Compose letters of request, application, order, confirmation, etc., correctly.
11. Type mailable letters accurately from the transcribing machine.
12. Compute net earnings for a given pay period.
13. Reconcile a bank statement.
14. Operate the ten-key and full-key adding machine proficiently in order to solve addition, subtraction, multiplication, and division problems accurately.
15. Operate the printing and electronic calculators proficiently to solve accurately office style problems involving addition, subtraction, multiplication, and division.
OBJECTIVES

The student will be able to:

1. Answer and use telephone — applying business etiquette and standard telephone practices.
2. Receive, screen, route callers and make appointments courteously.
3. Use standard and special sources of information for office worker and employer.
4. Set up secretarial workspace — order and store office supplies.
5. Prepare and proofread ordinary business copy for simple duplicating processes.
6. Operate simple duplicators — stencil, spirit, and direct-process machines.
7. Handle and route mail.
8. Demonstrate process of locating information.

TELEPHONE PROCEDURES

A. The importance of the voice.
B. Telephone manners
C. General policies in handling telephone calls
D. Processing messages

PUBLIC RELATIONS

A. Maintaining public relations
B. Receiving callers
C. Making appointments
D. Practicing receptionist's duties

SOURCES OF INFORMATION

A. Procedures for determining where to look
B. Procedures for becoming acquainted with a particular reference
C. Procedures for taking notes
D. Procedures for seeking information by telephone
E. References for the secretary’s desk
   1. Dictionaries
   2. Secretarial handbooks
   3. Style books
   4. Books of quotations and special reference
   5. Etiquette books
   6. Word division manuals
F. Business references
   1. The telephone directory
   2. The city directory
   3. Various trade and professional directories
   4. Congressional directory
   5. State legislative manual (possibly obtained from school library)
   6. Credit directories
G. Compilations of facts
   1. The World Almanac
   2. Atlas
   3. Postal and shipping guides
   4. News indexes
   5. Special dictionaries
   6. Catalogues of publishers and suppliers
   7. Government publications
   8. Encyclopedia
   9. Who's Who publications
  10. Business Periodicals Index
  11. Reader's Guide to Periodical Literature

EQUIPMENT AND SUPPLIES
   A. Care and use of desk and basic equipment
   B. Efficient use of supplies
   C. Securing supplies and equipment

DUPLICATING PROCESSES
   A. Need for duplication
   B. Methods of duplication and costs
   C. Choice of equipment suitable to need
   D. Preparation of copy for duplication

MAIL PROCESSING
   A. Receiving mail
   B. The secretary's responsibility for incoming mail
   C. The secretary's responsibility for outgoing mail
   D. Handling volume mailings

EMPLOYER-EMPLOYEE RELATIONSHIPS
   A. Employer's responsibilities
   B. Working relationship with employer
   C. Cooperative aspects of office work

GOOD HOUSEKEEPING
   A. Maintenance of efficiency and attractiveness of the office
   B. Maintenance of order in files, desk, supply closets, lockers, and other office areas
   C. Relationships with the maintenance department

JOB OPPORTUNITIES
   A. Sources of jobs available
   B. Review of preparing information about competencies
   C. Review of preparation for personal interview
   D. Becoming acquainted with a company in which you are interested
SUGGESTED ACTIVITIES

Guest speakers
Field trips
Role playing
Practice exercises in locating information
Practice in setting up work areas and requisitioning supplies
Practice in preparing copy for duplication
Practice exercise in handling mail
OBJECTIVES

The student will be able to:

1. Operate various kinds of typewriters proficiently.
2. Type statistical tables, financial statements, minutes, and index cards accurately.
3. Type mailable letters using modified style, block style, and AMS Simplified style.
4. Type mailable interoffice memorandums, telegrams, bills of lading, invoices, purchase orders, requisitions.
5. Choose the proper correction techniques for typewritten communications.
6. Compose and type various kinds of letters and telegrams.

BUSINESS LETTERS

Review:
A. Letter styles and punctuation
B. Placement
C. All letter parts
D. Use of carbon copies
E. Handling of special letters, such as registered, special delivery, etc.
F. Typing letters on various styles and sizes of letterhead stationery
G. Typing letters on plain paper
H. Completing form letters

ENVELOPES, CARDS, AND LABELS

A. How to address envelopes
B. Folding and inserting letter into envelope
C. Types and sizes of envelopes
D. Chain feeding
E. Front feeding
F. Feeding envelopes separately
G. Judgment of placement of address
H. Index cards
I. Labels of different kinds

BUSINESS FORMS (Using multiple copies)

A. Invoices, purchase orders, bills of lading
B. Financial statements
C. Telegrams

STATISTICAL TYPING

A. Tables centered vertically and horizontally
B. Boxed tables with main and sub-headings
C. Judgment of placement
COMPOSITION

A. Letters — application, inquiry, order, request, etc.
B. Interoffice memoranda
C. Short reports
D. Telegrams

AREAS OF SPECIAL APPLICATION (See supplemental units)

A. Legal
B. Medical
C. Real Estate
D. Insurance
E. Banking
F. Others (based on trainee's interest and end-of-training goals)

SUGGESTED ACTIVITIES

Type letters on pica, elite, and proportional spacing typewriters.

Use various lengths of letters. (Accept only those which are mailable.) Have student make a carbon copy and address an envelope for each letter.

Type index cards listing all supplementary materials in the department, list of equipment, etc.

Obtain various types of forms from businesses in community for students to fill out on the typewriter.

Let students compose letters of request to mail to companies requesting materials to be used in the classroom.
OBJECTIVES

The student will be able to:

1. Operate transcribing machines efficiently.
2. Produce mailable copy on first draft at a satisfactory production rate.

OPERATION OF MACHINE

A. Review operation
B. Review and improve transcribing techniques
C. Review use of machine in offices

SUGGESTED ACTIVITIES

Assign students remedial work in spelling.

Give student a detailed instruction sheet on transcription.

Use educational materials provided by manufacturer of transcribing machine.
FINANCIAL RECORDS

OBJECTIVES

The student will be able to handle financial records including:

1. Computing gross and net earnings; deducting federal, state, and local taxes; and completing appropriate forms correctly, i.e., W-2, W-4, 941.
2. Banking activities.
3. Petty cash fund.

INTRODUCTION TO PAYROLL ACCOUNTING

A. Need for payroll records
B. Definitions of and distinction between terms
   1. Wages
   2. Salary
C. Payroll systems
   1. Handwritten
   2. Machine Bookkeeping
   3. Automated

COMPUTATION OF GROSS EARNINGS

A. Salaries
   1. Weekly
   2. Biweekly
   3. Monthly
   4. Annually
   5. Overtime
B. Wages
   1. Time cards
   2. Piece work
   3. Overtime
   4. Other

DEDUCTIONS FROM GROSS EARNINGS TO DETERMINE NET PAY

A. Federal
   1. FICA (current rates)
   2. Withholding tax
      a. Dependents
      b. Methods of determining withholding tax – percentage method and government tables
   3. Medicare
B. State
   1. Income Tax
   2. Unemployment insurance
   3. Disability
C. City income taxes
D. Other

55
EMPLOYER'S SHARE OF PAYROLL TAX EXPENSE

A. FICA
B. Unemployment
   1. State
   2. Federal

FORMS USED IN PAYROLL ACCOUNTING AND THEIR PREPARATION

A. W-4
B. W-2
C. 941
D. 940
E. Federal Depository Receipt
F. State Quarterly Report
G. Unemployment Information Forms
H. Employees' Earnings Records
I. Other, i.e., insurance

BANKING SERVICES

A. Checking Account
   1. Open the account
   2. Make deposits
   3. Make withdrawals
   4. Stop payment
   5. Reconcile a bank statement
   6. Advantages of using checks instead of currency
B. Savings Account
   1. Open the account
   2. Make deposits
   3. Make withdrawals
   4. Interest on savings account
   5. Advantages of a savings account
C. Other Banking Services
   1. Safe Deposit Box
   2. Financial advice
   3. Trust service
   4. Selling and cashing U. S. Savings Bonds
   5. Preparation of payrolls for business firms
   6. Special checks and money substitutes:
      a. Certified check
      b. Voucher check
      c. Cashier's check
      d. Traveler's check
      e. Money order
D. The Federal Reserve System
   1. Function
   2. Structure
E. Petty Cash
   1. Vouchers
   2. Replenishing
   3. Petty cash book
SUGGESTED ACTIVITIES

Compute time, wages, simple payroll and prepare various reports derived from payroll information.

Invite a payroll clerk to speak.

Plan a field trip to see electronic payroll computing system.

Secure tax forms from Internal Revenue System.

Demonstrate pegboard method.

Plan a field trip to a local bank.

Practice writing checks.

Obtain booklets on banking.

Complete a petty cash voucher.

Prepare a petty cash summary and a request for reimbursement.
Civil Service
Insurance
Introduction to Data Processing
Legal Secretary
Medical Office Worker
Office Management
Personal Money Management
Real Estate Office
Business-Terminology
OBJECTIVES

The student will be able to:

1. List locations where Civil Service information can be obtained.
2. Fill out Civil Service application form.
3. List advantages of being a Civil Service employee.

CIVIL SERVICE INFORMATION

A. School Guidance Office
B. Employment Agencies
C. Civil Service Job Placement Center
D. Others

APPLICATION

A. Application letter
B. In person
C. Application form provided by Civil Service

CIVIL SERVICE TESTS

A. Test announcements
   1. Newspaper, radio, or television
   2. U. S. Post Office
   3. Notification by Board
B. Material covered
   1. Use sample test for an Office Assistant
C. How to record answers
D. How test is scored

PRE-EMPLOYMENT STEPS

A. Birth certificate
B. Citizenship proof
C. Physical examination

TEMPORARY EMPLOYMENT

A. Three months, six months, or twelve months
B. Advantages

FRINGE BENEFITS

A. Sick leave
B. Retirement
C. Paid vacation
D. Hospitalization
E. Others

KNOWLEDGE AND SKILLS NECESSARY

A. Filing and retrieving of correspondence
B. Routing mail
C. Proper salutations, complimentary closings, and letter styles
D. Multiple copies
E. Interoffice communications
F. Handling classified material
G. Telephone
H. Enclosure form used
I. Logging in and logging out mail
J. Numbering paragraphs
K. Mail room policy
L. Size of stationery used
M. Memorandums

SUGGESTED ACTIVITIES

Collect a list of government agencies in your community.

Obtain a Civil Service Manual.

Obtain a copy of Government Correspondence Manual.

Administer sample Civil Service tests.
INSURANCE OFFICE

OBJECTIVES

The student will be able to:

1. List the common insurance terms.
2. Fill in insurance forms.
3. List the types of insurance.
4. List the job classifications.
5. List the responsibilities of insurance office workers.

MAJOR TYPES OF INSURANCE

A. Life
B. Automobile
C. Property and Liability
D. Health and Accident

FORMS

A. Policies
B. Claims
C. Renewals
D. Cancellations
E. Applications

TERMS

A. Policyholder
B. Premium
C. Beneficiary
D. Policy
E. Liability
F. Comprehensive
G. Term
H. Straight-Life
I. Others

JOB CLASSIFICATIONS

A. Clerk-Typist
B. File Clerk
C. Bookkeeper
D. Stenographer
E. PBX Operator
F. Typist
G. Receptionist
H. Data-Processor
I. Personnel Manager
J. Agent
K. Others
RESPONSIBILITIES AND DUTIES OF AN INSURANCE OFFICE WORKER

A. Completing applications and issuing policies
B. Preparing renewals and cancellations
C. Accepting premium payments
D. Performing general bookkeeping activities
E. Filling in claims
F. Typing general correspondence
G. Typing statistical reports
H. Others

SUGGESTED ACTIVITIES

Obtain brochures, sample policies, etc., to cover various types of insurance.

Obtain career information for those students interested in an insurance field.

Invite speakers.
INTRODUCTION TO DATA PROCESSING

OBJECTIVES

The student will be able to:

1. Define data processing.
2. State the need for data processing.
3. Identify methods of data processing.
4. Explain common data processing vocabulary.
5. Identify career opportunities.

DEFINITION OF DATA PROCESSING

NEED FOR DATA PROCESSING

A. Increasing paper work
B. Records for decision making — internally
C. Production of external reports
D. Speed and accuracy of retrieved information

BASIC CYCLE

A. Input
B. Processing
C. Output

METHODS

A. Manual
B. Automatic
C. Electronic

VOCABULARY

A. Card punch and verifier
B. Sorter
C. Collator

CAREER OPPORTUNITIES

A. Card Punch Operator
B. Card Punch Supervisor
C. Unit Record Equipment Operator
D. Maintenance Programmer
E. Control Clerk
F. Console Operator
G. Programmer
H. Systems Analyst
I. Training Technician
SUGGESTED ACTIVITIES

Application to monthly bills.

Show films, e.g., IBM.

Plan field trip to computer center.
LEGAL SECRETARY

OBJECTIVES

Upon completion of this unit, the student will be able to:

1. Define and spell common legal terminology.
2. Type legal documents from rough draft copy.
3. Transcribe letters common to a law office.
4. List the duties of a legal secretary.
5. Prepare printed legal forms without assistance.

DUTIES OF A LEGAL SECRETARY

A. Telephone usage
B. Receptionist duties
C. Legal dictation and transcription
D. Filing
E. Composing letters
F. Typing from rough draft copy
G. Form typing
H. Keeping information confidential

LEGAL TERMINOLOGY

A. Summons
B. Complaint
C. Subpoena
D. Probate
E. Notary Public
F. Civil Pleas
G. Criminal Pleas
H. Mortgage
I. Chattel
J. Deposition
K. Testimony
L. Escrow
M. Lien
N. Title Search
O. Hearing
P. Defendant
Q. Plaintiff
R. Judgment
S. Equity
T. Contract
U. Order
V. Jury
W. Default
X. Filing Date
Y. Bankruptcy
Z. Witness
AA. Fraud
BB. Versus
CC. Trial
DD. Sentence
EE. Warrant
FF. Affidavit
GG. Petition

LEGAL FORMS
A. Will
B. Summons and/or Complaint
C. Answer
D. Deed
E. Order
F. Mortgage
G. Power of Attorney
H. Others

TYPES OF LAW OFFICES
A. General
B. Tax
C. Criminal
D. Domestic
E. Real Estate
F. Corporate
OBJECTIVES

The student will be able to:

1. Use the telephone correctly.
2. Identify desirable personality traits for medical office personnel.
3. Type rapidly and correctly.
4. Use the transcribing machine correctly.
5. Maintain simple bookkeeping records.
6. Identify and spell general medical terms.
7. Type insurance forms correctly.

DESIRABLE PERSONAL QUALITIES

A. Poise
B. Patience
C. Friendliness
D. Attractive appearance

RESPONSIBILITIES

A. Answer the telephone
B. Schedule appointments
C. Greet patients
D. Keep medical records
E. Make bank deposits
F. Itemize bills
G. Transcribe letters and medical records
H. Keep books

TERMINOLOGY

A. Anatomy
B. Pharmacology

JOB OPPORTUNITIES

A. Receptionist
B. Bookkeeper
C. Transcriptionist
OFFICE MANAGEMENT

OBJECTIVES

The student will be able to:

1. List the fundamentals of good office layout, communication, and information handling and supervision.
2. Role play work simplification problems.

ORGANIZATION AND MANAGEMENT OF AN OFFICE

A. Type of work
B. Relationship with management and staff

OFFICE LAYOUT

A. Type and volume of work
B. Equipment and furniture required
C. Storage areas (files and supplies)
D. Office facilities (head, light, power, etc.)
E. Availability of space
F. Work flow
G. Arrangement of work stations

JOB INSTRUCTION

A. Define tasks
B. Use principles of learning
C. Human relations
D. Apply job instruction and teach methods
E. Schedule instruction
F. Evaluate instruction and learning
G. Practice job instruction

WORK SIMPLIFICATION

A. Find jobs to be improved
B. Analyze jobs and work flow
C. Simplify work (use short cuts to gain efficiency)
D. Make recommendations
E. Practice work simplification

COMMUNICATION AND INFORMATION HANDLING

A. Analyze correspondence, memoranda, and reports
B. Analyze media
C. Establish efficient methods of handling information
ELEMENTS OF SUPERVISION

A. Fundamentals of good supervision
   1. Planning
   2. Organizing
   3. Communicating
   4. Directing
   5. Controlling
   6. Evaluating

B. Human relations in supervision

C. Job performance standards

D. Self-improvement plans

SUGGESTED ACTIVITIES

Have each student employed prepare a task list of duties performed on the job.

Draw an organizational chart of the school. Include the following:

   The principal
   The assistant principal
   The departments
   The department heads

May also prepare an organizational chart of the school system if the high school is small.
OBJECTIVES

The student will be able to:

1. List five sources of income.
2. List three forms of saving.
3. Prepare a monthly budget using given information.
4. Maintain necessary money records for a month.

ELEMENTS OF A MONEY MANAGEMENT PROGRAM*

A. Earning
   1. Sources of income
   2. Factors influencing earning power
B. Saving
   1. Forms of saving
   2. Principles of saving
C. Spending
   1. Types of spending
   2. Principles of buying
D. Borrowing
   1. Characteristics of credit
   2. Forms of credit
   3. Principles of using credit
E. Protecting
   1. Forms of protection
   2. Principles of protection
F. Investing
   1. Forms of investments
   2. Principles of investing
G. Sharing
   1. Forms of sharing
   2. Principles of sharing

PLANNING A MONEY MANAGEMENT PROGRAM*

A. Valuing
   1. Types of values
   2. Types of wants and needs
   3. Assigning priorities — decision making
   4. Choosing
B. Budgeting
   1. Characteristics of a budget
   2. Preparing a budget

RECORD KEEPING IN A MONEY MANAGEMENT PROGRAM*

A. Types of Records Needed
B. Maintaining Records
C. Interpreting Records

*Used with permission of Dr. Eugene Jones, Northeast Louisiana University.
OBJECTIVES

The student will be able to:

1. List the duties and responsibilities of a Real Estate Office employee.
2. Type the forms most commonly used in a Real Estate Office.
3. List and define the common terms used in Real Estate.
4. List the career opportunities available in Real Estate.
5. Identify types of Real Estate.

DUTIES AND RESPONSIBILITIES

A. Telephone usage
B. Receptionist's duties
C. Filing
D. Keeping records
E. Typing forms
F. Operating adding and calculating machines
G. Receiving money
H. Copying and duplicating
I. Taking dictation
J. Using transcribing machine
K. Composing letters

FORMS

A. Bill of Sale
B. Deed of Trust
C. Mortgage
D. Purchase Contract
E. Insurance Policies
F. Lease
G. Form Letters
H. Invoice
I. Security Deposit
J. Multiple Listing Cards

TERMS

A. Mortgagor
B. Agreement of Parties
C. Sheriff's Deed
D. Rescission
E. Marginal Land
F. Land Contract
G. Plot
H. Misrepresentation
I. Lien
J. Real Estate Commission
K. Hearing
L. Appraisal
CAREER OPPORTUNITIES

A. Job Benefits
B. Job Qualifications

TYPES OF REAL ESTATE

A. Management (property)
B. Rental
C. Sales

SUGGESTED ACTIVITIES

Obtain company brochures and manuals regarding company policies, benefits, and job opportunities. (This can be done if a co-op student is working in a Real Estate Office.)

Duplicate common terms and definitions.

Invite a Real Estate Office employee to speak to the class.
BUSINESS TERMINOLOGY

OBJECTIVES

The student will be able to:

1. Define and list the uses of business terminology from a wide variety of business fields.

BUSINESS ORGANIZATION

A. Proprietorship
B. Partnership
C. Corporation
   1. Bonds
   2. Stocks
   3. Dividends
D. Cooperatives

PRODUCTION

A. Capital investment
B. Productivity
C. Purchasing
D. Inventory
E. Quality control
F. Producer's goods

MARKETING

A. Distribution
B. Sales
C. Transportation
D. Consumption
E. Costs
F. Consumer price index

BANKING

A. Currency
B. Time deposits
C. Demand deposits
D. Savings
E. Reserves
F. Loans
G. Checking

CREDIT

A. Debtor
B. Creditor
C. Installments
D. Interest
E. Credit rating
F. Credit bureau
G. Credit memorandum

BUSINESS CYCLES
A. Prosperity
B. Depression
C. Recession
D. Recovery
E. Inflation
F. Deflation
G. Gross national product

LABOR
A. Collective bargaining
B. Labor force
C. Mediator
D. Arbitrator
E. Strike
F. Union

TAXES
A. Corporation
B. Excise
C. Tax rate
D. Tax base
E. Progressive
F. Proportional
G. Regressive
H. Tariffs
I. FICA
J. Federal
K. State
L. City
M. Others

INVESTMENT
A. Common stock
B. Preferred stock
C. Debenture bond
D. Registered bond
E. Mutual funds
F. Stock market
AUTOMATION

A. Data processing
B. Technology
C. Computer
   1. Digital
   2. Analog
D. Input
E. Output
F. Feedback
G. Programmer
H. Systems

BUSINESS LAW

A. Contracts
B. Negotiable instruments
   1. Drafts
   2. Promissory notes
   3. Trade acceptances
   4. Endorsements
      a. Special
      b. Blank
      c. Restrictive
      d. Qualified
C. Principal
D. Agent
E. Real property
   1. Mortgage
   2. Deed
   3. Lease
F. Warranties

INSURANCE

A. Policy
B. Premium
C. Face value
D. Liabilities
E. Capital
F. Net worth
G. Balance sheet
H. Income and expense statement

SUGGESTED ACTIVITIES

Invite speakers from various business fields.

Take field trip to various businesses.

Assign short readings in various business areas.

Use standard and special dictionaries and compose short paragraphs using the newly learned terminology.
LIST OF FORMS

1. Letter of Appointment to Advisory Committee
2. Letter of Appreciation to Advisory Committee
*3. Training Agreement
*4. Training Plan
5. Training Plan Example
*6. Student Application
*7. Student Progress Report Examples
*8. Teacher/Coordinator Visitation Report
*9. Student Time Card
*10. Student Interview Introduction Card
*11. Follow-up Questionnaire
12. Form WH-205
13. Parental Letter
*14. Parental Permission Form
15. Application for Cooperative Office Education Program

*Suggested to be filed in each student's folder.
Dear __________:

Because of your experience and demonstrated competency in the field of personnel selection, training, and placement (or other field) of office occupations personnel, the Board of Education of the ___________ School System believes that you could perform a valuable service to the school and business community as a lay member of the Advisory Committee in the Cooperative Office Education Program of ___________ High School.

The Advisory Committee is composed of outstanding business and civic leaders in the community and is directed toward achieving closer cooperation between business and school in the training of our young people for office occupations.

I should appreciate your giving this invitation some consideration and informing me of your decision in the next few days. Your acceptance will certainly aid the Cooperative Office Education Program of ___________ High School.

Sincerely,

Superintendent
Dear [Name]:

Your recent response expressing your willingness to serve as a member of the Advisory Committee of the Cooperative Office Education Program in [School Name] High School is sincerely appreciated.

This letter is to notify you that your appointment is effective immediately and is for [specify length of time].

The first meeting of the committee will be held at [location of meeting] on [date of meeting] at [time of meeting]. At this meeting the purpose, objectives, and functions of the committee will be explained by the teacher/coordinator. Also various committee activities will be discussed.

Sincerely,

[Superintendent]
TRAINING AGREEMENT

__________________________________________

DATE __________________________

(Training Agency) will employ __________________________

(Student) as a worker in an office position. The work will consist of __________________________

(Job Description) for ___ hours per day at ____________ per hour.

(Amount)

Work will begin on the ________________

(Date)

The undersigned jointly agree:

1. The teacher will prepare the student for employment, be responsible for visitation, and is to be contacted if problems arise.

2. That employment for training shall be terminated upon agreement by the parties involved.

3. The training agency may withdraw or transfer the trainee with the approval of the coordinator.

Approve: __________________________

(Authority)

Agree: __________________________

(Authority)

(High School Principal) __________________________

(Employer) __________________________

(Parents or Guardian) __________________________

(Student-Learner) __________________________

(Teacher-Coodinator)
ELEMENTS OF A TRAINING PLAN

I. STUDENTS

The student will be responsible for:

A. Reporting to work at the agreed time.
B. Performing duties as required in the position for which he has been employed.
C. Notifying the training station and the teacher/coordinator when unable to attend.
D. Keeping company information confidential.
E. Keeping accurate records of hours spent and duties performed at the training station.

II. TEACHER—COORDINATOR

The teacher-coordinator will be responsible for:

A. Correlating the classroom work with on-the-job training.
B. Visiting the training station periodically and conferring with the supervising employer.
C. Evaluating the student's overall performance both on the job and in the classroom.

III. EMPLOYER

The employer will be responsible for:

A. Providing the training as specified in the training agreement.
B. Paying the student a wage agreed upon in the training agreement.
C. Evaluating the student at the end of each grading period.
D. Holding periodic conferences with the teacher/coordinator.
SAMPLE TRAINING PLAN

JOBSITE  File Clerk

Student’s Name ________________________________

Career Objective General Office Worker

Place of Employment ________________________________

Supervisor ________________________________

Job Description: Records and retrieves data, including classifying, sorting, and filing correspondence, records, and other data.

<table>
<thead>
<tr>
<th>DUTIES</th>
<th>TRAINING EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reads and codes all papers before filing.</td>
<td>X</td>
</tr>
<tr>
<td>2. Files all incoming correspondence in alphabetical, geographical, numerical, or subject order.</td>
<td>X</td>
</tr>
<tr>
<td>3. Files copies of all outgoing correspondence.</td>
<td>X</td>
</tr>
<tr>
<td>4. Pulls correspondence upon request.</td>
<td>X</td>
</tr>
<tr>
<td>5. Crossindexes correspondence and other materials.</td>
<td>X</td>
</tr>
<tr>
<td>6. Keeps index of filed papers.</td>
<td>X</td>
</tr>
<tr>
<td>7. Keeps record of papers withdrawn and returned.</td>
<td>X</td>
</tr>
<tr>
<td>8. Follows up papers not returned.</td>
<td>X</td>
</tr>
<tr>
<td>9. Types labels for folders.</td>
<td>X</td>
</tr>
<tr>
<td>10. Arranges and rearranges files.</td>
<td>X</td>
</tr>
<tr>
<td>11. Prepares routing slips.</td>
<td>X</td>
</tr>
<tr>
<td>12. Cleans old files.</td>
<td>X</td>
</tr>
<tr>
<td>13. Performs other clerical duties such as sorting, posting, making copies, and checking duties related to the file room.</td>
<td>X</td>
</tr>
</tbody>
</table>

Please circle X when satisfactory performance has been attained.

Signature of Supervisor ________________________________
PERSONAL INFORMATION

NAME ______________________________________ DATE OF BIRTH __ / __ SOC. SEC. ________
last first middle

ADDRESS ______________________________________ PHONE _______
street city state zip

HEIGHT ______ WEIGHT ______ CONDITION OF HEALTH ____________________________

PHYSICAL DISABILITIES, IF ANY ________________________________

PARENT OR GUARDIAN ___________________________ RELATIONSHIP ______

OCCUPATION OF FATHER OR GUARDIAN __________ MOTHER ______

ARE YOU PRESENTLY EMPLOYED? ______ HOW LONG? ____________________________

PRESENT EMPLOYER ________________________________________________

LIST YOUR DUTIES ________________________________________________

SCHOOL LAST ATTENDED ______________________ CITY _______ STATE ______

OFFICE OCCUPATIONS MAJOR ________________________________

COURSES YOU WILL TAKE DURING THE 19____ SCHOOL YEAR ____________________________

OFFICE OCCUPATIONS COURSES TAKEN
9th _______ 10th _______ 11th _______ 12th _______

EXTRACURRICULAR ACTIVITIES AND AWARDS ________________________________

NONSCHOOL ACTIVITIES ________________________________

WHAT TYPE OF OFFICE WORK DO YOU CONSIDER YOU’R BEST? ____________________________

IN WHAT TYPE OF OFFICE WOULD YOU MOST LIKE TO WORK? ____________________________

CAN YOU PROVIDE YOUR OWN TRANSPORTATION? ________________________________

TYPING SPEED ______ SHORTHAND SPEED ______ OTHER SKILLS ____________________________

WPM WPM

ON THE REVERSE SIDE PLEASE LIST ALL WORK EXPERIENCE BEGINNING WITH PRESENT WORK. ALSO, ON THE REVERSE SIDE PLEASE LIST THREE REFERENCES WITH ADDRESSES. INDICATE PERSON’S JOB TITLE.
EMPLOYER'S PROGRESS REPORT
COOPERATIVE OFFICE EDUCATION

High School

Student

Job Title

Business

Supervisor

Address

Date

To the Employer or Supervisor:

We appreciate your part in the Cooperative Office Education Program. Your constructive criticism will enable the school to provide further training for the student.

_________________________, Coordinator

<table>
<thead>
<tr>
<th>Skill Performance and Business Techniques</th>
<th>N/A</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Unsatisfactory</th>
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<td>Typewriting</td>
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<td>Accounting</td>
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<td>Business English</td>
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<td>Business Arithmetic</td>
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<td>Spelling</td>
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<td>Grammar</td>
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<td>Penmanship</td>
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<td>Duplicating</td>
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<td>Machine Transcription</td>
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<tr>
<td>Meeting People</td>
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<tr>
<td>Office Housekeeping</td>
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<td>Proofreading</td>
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<td>Use of Supplies</td>
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<td>Punctuation and Capitalization</td>
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</tbody>
</table>

COMMENTS

_________________________


EMPLOYER'S PROGRESS REPORT
COOPERATIVE OFFICE EDUCATION

High School

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>


It is suggested that the person most familiar with the student's work supply a frank and impersonal estimate of his or her performance by comparison with the average employee doing the same or similar work.

<table>
<thead>
<tr>
<th>ATTITUDE AND INTEREST</th>
<th>QUANTITY OF WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiastic</td>
<td>Unusually high output</td>
</tr>
<tr>
<td>Interested</td>
<td>More than expected</td>
</tr>
<tr>
<td>Average</td>
<td>Average</td>
</tr>
<tr>
<td>Somewhat indifferent</td>
<td>Less than expected</td>
</tr>
<tr>
<td>Not interested</td>
<td>Below minimum requirements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADAPTABILITY</th>
<th>DEPENDABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusts easily – very well liked</td>
<td>Entirely dependable</td>
</tr>
<tr>
<td>Good team worker</td>
<td>Requires little supervision</td>
</tr>
<tr>
<td>Cooperates satisfactorily</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Has difficulty working with others</td>
<td>Sometimes neglectful or forgetful</td>
</tr>
<tr>
<td>Antagonizes fellow workers</td>
<td>Unreliable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ABILITY TO LEARN</th>
<th>INITIATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grasps ideas very quickly</td>
<td>Takes hold readily</td>
</tr>
<tr>
<td>Above average</td>
<td>Above average</td>
</tr>
<tr>
<td>Average</td>
<td>Goes ahead reasonably well</td>
</tr>
<tr>
<td>Rather slow to learn</td>
<td>Somewhat lacking</td>
</tr>
<tr>
<td>Very slow</td>
<td>Lazy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUALITY OF WORK</th>
<th>JUDGMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Displays excellent common sense</td>
</tr>
<tr>
<td>Above average</td>
<td>Usually does the right thing</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Ordinary</td>
</tr>
<tr>
<td>Below Average</td>
<td>Occasionally uses poor judgment</td>
</tr>
<tr>
<td>Very poor</td>
<td>Very poor – rash</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTENDANCE</th>
<th>PUNCTUALITY</th>
<th>APPEARANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>Regular</td>
<td>Makes an excellent appearance</td>
</tr>
<tr>
<td>Irregular</td>
<td>Irregular</td>
<td>Usually neat and appropriate in appearance</td>
</tr>
</tbody>
</table>

SUMMARY:  Student's total performance –

- Outstanding
- Above Average
- Average
- Below Average
- Unsatisfactory
<table>
<thead>
<tr>
<th>Date of Visit</th>
<th>Time</th>
<th>Student</th>
<th>Firm</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

86

80
COOPERATIVE JOB TRAINING TIME CARD

<table>
<thead>
<tr>
<th>Date</th>
<th>Arrived</th>
<th>Left</th>
<th>Total Hours</th>
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<tbody>
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</table>

**TOTALS**

Student

Training Supervisor
COOPERATIVE OFFICE EDUCATION
INTRODUCTION CARD

Date ________________________

Appointment __________________ o'clock

Firm's Name ____________________________

Type of Business __________________________

Address ________________________________

This will introduce ____________________________ who is enrolled in the Cooperative Office Education Program of ____________________________ High School.

The applicant will be available for employment at __________ p. m. each day.

Applicant's Age __________________________ Social Security No. __________________________

Coordinator ________________________________

(Over)

(Front Side)

INTERVIEW REPORT

__________________________________________, the Cooperative Office Education student introduced on the reverse side of this card, has been interviewed for the position of ____________________________

Signed ____________________________

Title ____________________________

Comments ____________________________

______________________________

Return by student or mail to the Coordinator.

(Back Side)

82

88
TO: COOPERATIVE OFFICE EDUCATION GRADUATES

SUBJECT: FOLLOW-UP STUDY

Will you please answer the following questions to the best of your ability. Your answers will be very helpful in improving the cooperative program in the future. All information will be regarded strictly confidential.

Mr. 
Mrs. 
NAME: Miss (first) (maiden, if married) (last) (husband's initials)

Address: ____________________________________________ (street or route)

__________________________________________ (city) (state) (zip code)

Phone: _______________________________ Year of Graduation __________________

1. Are you presently employed? _______________________________
   (a) Full time ______ Part time ______ Salary Range ________________________
   (b) Company ____________________________ Your job title ______________________
   (c) Duties ________________________________
   (d) Office machines used: (Please list name and make, such as "Monroe 10-key adding machine," etc.)
       ____________________________ ____________________________
       ____________________________ ____________________________
   (e) Name and title of supervisor __________________________

2. If you are not employed, are you seeking work? _______________________________
   If not, will you give a reason? _________________________________________

3. If you are working in a field unrelated to office occupations, please give your reason(s):
   ________________________________________________________________

4. What subjects have proved most useful to you? ________________________________

5. Please list subjects that would have been helpful but were not offered: ________________________________
6. Do you feel that you were adequately trained for your present position? 

If not, please state frankly what additional training could be added to the cooperative office education course:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. Any other comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Date ___________________________ Signature ___________________________
**APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES**

The school official's certification in Item 27 of this application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Division. At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

**READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. PRINT OR TYPE ALL ANSWERS.**

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:</td>
<td>3A. NAME AND ADDRESS OF STUDENT-LEARNER:</td>
</tr>
<tr>
<td>2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:</td>
<td></td>
</tr>
<tr>
<td>5. PROPOSED BEGINNING DATE OF EMPLOYMENT (Month, day, year)</td>
<td>17. TITLE OF STUDENT-LEARNER OCCUPATION:</td>
</tr>
<tr>
<td>6. PROPOSED ENDING DATE OF EMPLOYMENT (Month, day, year)</td>
<td>18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT</td>
</tr>
<tr>
<td>7. PROPOSED GRADUATION DATE (Month, day, year)</td>
<td>19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION</td>
</tr>
<tr>
<td>8. NUMBER OF WEEKS IN SCHOOL YEAR</td>
<td>20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19</td>
</tr>
<tr>
<td>9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK</td>
<td>21. SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER (if a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid):</td>
</tr>
<tr>
<td>10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING</td>
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<tr>
<td>11. HOW IS EMPLOYMENT TRAINING SCHEDULED (Weekly, alternate weeks, etc.)?</td>
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<tr>
<td>12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES</td>
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</tr>
<tr>
<td>13. NUMBER OF HOURS OF EMPLOYMENT TRAINING PER WEEK</td>
<td></td>
</tr>
<tr>
<td>14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?</td>
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<tr>
<td>15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?</td>
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<tr>
<td>16. IF THE ANSWER TO ITEM IS IS &quot;NO&quot;, GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:</td>
<td></td>
</tr>
<tr>
<td>22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? (If not, see instructions)</td>
<td></td>
</tr>
<tr>
<td>23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY - IBIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?</td>
<td></td>
</tr>
</tbody>
</table>

**ATTACH SEPARATE PAGES IF NECESSARY**

Form WH-205 (Rev. 10/70)
24. OUTLINE THE SCHOOL INSTRUCTION directly RELATED TO THE EMPLOYMENT TRAINING (list courses, etc.).

25. OUTLINE TRAINING ON-THE-JOB (describe briefly the work process in which the student-learner will be trained and list the types of any machines used).

26. SIGNATURE OF STUDENT-LEARNER:
I have read the statements made above and ask that the requested certificate, authorizing my employment training at subminimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

<table>
<thead>
<tr>
<th>(Print or type name of student)</th>
<th>Signature of Student</th>
<th>Date</th>
</tr>
</thead>
</table>

27. CERTIFICATION BY SCHOOL OFFICIAL:
I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program and that the application is properly executed in conformance with section 520.3(c) of the Student-Learner Regulations.

<table>
<thead>
<tr>
<th>(Print or type name of official)</th>
<th>Signature of School Official</th>
<th>Date</th>
</tr>
</thead>
</table>

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:
I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

<table>
<thead>
<tr>
<th>(Print or type name of employer or representative)</th>
<th>Signature of employer or representative</th>
<th>Date</th>
</tr>
</thead>
</table>

ATTACH SEPARATE SHEETS IF NECESSARY
Dear Parents:

SUBJECT: COOPERATIVE OFFICE EDUCATION II

This is a work training program for senior business students which provides for the coordination of classroom study and on-the-job experience, each complementing the other. Students have their schedules arranged so that they attend classes part of the school day and are employed in an office capacity in the community during the remainder of the day. The office instruction is to be considered an extension of classroom instruction.

BENEFITS TO THE STUDENT:

1. Makes the classroom phase of instruction more meaningful.
2. Receives additional training not available in the classroom.
3. Provides income and on-the-job training for the student while attending school.
4. Encourages completion of high school.
5. Provides opportunity for social adjustment and development of desirable personal characteristics.
6. Provides an opportunity for relating and applying academic learning and general education.
7. Provides guidance in selecting the particular job most suitable in terms of interest, attitudes, and abilities.

Students must possess marketable skills before being placed on a job; however, I shall make every effort to fit the student to the job for which he/she is interested and qualified. The student is to furnish transportation to and from the job.

Before a student is admitted into the program, I must have your approval. Please sign and return the enclosed permission form.

Thank you.

Sincerely,

(Name)
Teacher/Coordinator

Enclosure
PARENTAL PERMISSION FORM

DATE ________________________________

My son/daughter ________________________________ has my permission to enroll in the Cooperative Office Education II course for the 19____ school year. I understand that on-the-job training (with pay) in an office is a part of the course and I give my permission for my son/daughter to work after school or on week-ends as this is necessary to receive the training and school credit. It is further understood that transportation will be furnished by the student/learner.

(Parent or Guardian)

(Cut along this line and keep bottom portion for your information.)

If you have any questions concerning this program, please call ________________________________
at ________________________________ High School.

Phone ________________________________
APPLICATION FOR FUNDS

to conduct a

SPECIAL VOCATIONAL EDUCATION PROGRAM

for

COOPERATIVE STUDENTS

at

School Where Classes are to be Conducted

From ___________ 19___ ___________ 19___

SERVICE AREA
(Check One)

Agriculture ___________ Health ___________

Distributive ___________ Home Ec. Gainful ___________

Trades & Industrial ___________ Office ___________

Prevocational ___________

Specific Name of Course to be Conducted

Year of Operation

Name of Person to Direct Program

Address ___________________________ Phone No. _________

Submitted in three copies to the
Office of Vocational Education
State Department of Education
Columbia, South Carolina

SDE 26-017-00
Revised 1975
PLANS FOR COURSE

1. Specific name of course to be conducted.

2. List specific types of job training stations.

3. Describe in detail the criteria used in student selection. If more than one criterion is used, list the number of students selected under each criterion. For example: 10 students reading two grades below norm. Consult State Plan for Vocational Education to verify that students selected are eligible for this program.

4. Describe the instructional program listing the major units of instruction to be provided. List the approximate percent of time to be devoted to each major unit of instruction.

5. OBJECTIVES — List overall objectives of the course.

6. EVALUATION — List methods of evaluation for overall objectives stated.

7. Evaluate the ongoing program to include strengths and weaknesses to improve effectiveness of the program. React to the last evaluation of this course and state specifically what is being done to better meet the needs of students enrolled.

8. Describe facilities available to conduct proposed course, including school or schools where course will be conducted, size and adequacy of classrooms, and facilities available, such as equipment and training aids.
<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>BRIEF DESCRIPTION OF EACH ITEM</th>
<th>UNIT COST</th>
<th>TOTAL</th>
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<tbody>
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SDE 26-017-00
### CONSUMABLE AND/OR INSTRUCTIONAL SUPPLIES

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>BRIEF DESCRIPTION OF EACH ITEM</th>
<th>UNIT COST</th>
<th>TOTAL</th>
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</table>

SDE 26-017-00

98

92
## MANPOWER REQUIREMENTS TO CONDUCT PROPOSED COURSES

<table>
<thead>
<tr>
<th>School Name</th>
<th>School Code No.</th>
<th>Teacher</th>
<th>Field(s) in which Certified</th>
<th>Certificate</th>
<th>Time Schedule for Each Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No.</td>
<td>Gp.</td>
</tr>
</tbody>
</table>

- **No.**
- **Gp.**
- **Cl.**
- **Gr.**
- **Yrs. Exp.**
- **No.**
- **OE Code No.**
- **Projected Enrollment**
- **M**
- **F**
- **% time devoted to this program**
- **No. Class Periods per day**
- **Length of class periods in mins.**
- **No. times class meets per week**
SOUTH CAROLINA DEPARTMENT OF EDUCATION  
OFFICE OF VOCATIONAL EDUCATION

PROPOSED BUDGET

From __________________ 19__ to __________________ 19__
(Insert month & day)

SCHOOLS WILL BE CONDUCTED AT __________________ SCHOOL

<table>
<thead>
<tr>
<th>ELIGIBLE</th>
<th>SALARIES</th>
<th>EQUIPMENT</th>
<th>SUPPLIES</th>
<th>TRAVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
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</tbody>
</table>

Social Security & Retirement ________ % $________
Indirect Cost will be charged: Yes_____No_____

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<thead>
<tr>
<th></th>
<th>Totals Requested</th>
<th>Totals Approved</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$____</td>
<td>$____</td>
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<td></td>
<td>$____</td>
<td>$____</td>
</tr>
</tbody>
</table>

Vocational | Local | State Aid
Total Funds Requested $____________ | $____________ | $____________
Total Funds Approved $____________ | $____________ | $____________

Total Budget Approved $________

In Columns 1 & 2, list the amount teacher would be paid from State Aid and Local Supplement if employed as academic teacher.
In Columns 3 & 4, list the proposed salary to be paid teacher.
Salary paid to a teacher cannot exceed the State Aid plus Local Supplement paid to other teachers in the system with the same certification.
I HEREBY CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS TO THE BEST OF MY KNOWLEDGE CORRECT AND THE SCHOOL DISTRICT NAMED ABOVE HAS AUTHORIZED ME AS ITS REPRESENTATIVE TO FILE THIS APPLICATION. THE COURSE WILL BE CONDUCTED AS APPROVED AND ONLY ELIGIBLE STUDENTS SELECTED AS SHOWN IN QUESTION 4 WILL BE ENROLLED. THE DISTRICT IS IN COMPLIANCE WITH THE CIVIL RIGHTS ACT OF 1964.

THE MINIMUM ENROLLMENT AS SPECIFIED IN THE DEFINED MINIMUM PROGRAM IS BEING MET IN THE COOPERATIVE CLASSES.

Signature of District Superintendent

Date
RESOURCE MATERIALS
SOURCES OF SUPPLEMENTARY MATERIALS

Names and addresses of distributors of supplementary materials for office occupations:

A. B. Dick
5700 Touhy Avenue
Chicago, Illinois 60648

American Bankers Association
90 Park Avenue
New York, New York 10016

American Institute of Certified Public Accountants
666 Fifth Avenue
New York, New York 10019

Anaheim Publishing Company
1120 East Ash
Fullerton, California 92631

Association Films, Inc.
561 Hilgrove Avenue
LaGrange, Illinois 60425

Audio-Visual Services Department
Chamber of Commerce of the U. S.
1615 H. Street, N.W.
Washington, DC 20006

A. W. Faber Castell Pencil Company
41 Dickerson Street
Newark, New Jersey 07103

Bank of America
Small Business Advisory Service
P. O. Box 3415
San Francisco, California 94120

Barnes & Noble
105 Fifth Avenue
New York, New York 10011

B'Nai B'rith Vocational Service
1730 M. Street, N.W.
Washington, DC 20036

Business Education Division
Olivetti Underwood Corporation
1 Park Avenue
New York, New York 10016

Business Education Films
5113 16th Avenue
Brooklyn, New York 11204

Business Equipment Manufacturers Assoc.
235 East 42 Street
New York, New York 10017

Career Information Service
New York Life Insurance Company
51 Madison Avenue
New York, New York 10010

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Carter's Ink Company
Cambridge, Massachusetts 02412

Charles E. Merrill Publishing Company
A. Bell & Howell Company
Columbus, Ohio 43216

Citizens and Southern Bank
P. O. Box 3158
Richmond, Virginia 23235

Coronet Films
65 East South Water Street
Chicago, Illinois 60601

Cousino Visual Education Service
1945 Franklin Avenue
Toledo, Ohio 43624

Dictation Disc Company
170 Broadway
New York, New York 10038

Dictionary Department
Dan River, Inc.
119 West 40th Street
New York, New York 10018

Director of Educational Relations
Insurance Information Institute
110 Williams Street
New York, New York 10038

Ditto, Inc. (Local Representative)

Eaton Paper Company
Public Affairs Committee
Pittsfield, Massachusetts 01203
Encyclopedia Britannica, Inc.  
425 North Michigan Avenue  
Chicago, Illinois 60611

Federal Deposit Insurance Corporation  
Office of Education and Publications  
550 17th Street, N.W.  
Washington, DC 20259

Federal Reserve Bank of Atlanta  
Atlanta, Georgia 30303

Friden, Inc.  
Division of the Singer Company  
San Leandro, California 94577

Future Business Leaders of America  
1201 16th Street, N.W.  
Washington, DC 20036

General Electric Company  
Educational Relations Service  
1 River Road  
Schenectady, New York 12306

Harcourt, Brace & World  
7555 Caldwell Avenue  
Chicago, Illinois 60648

H. M. Rowe Company  
624 North Gilmor Street  
Baltimore, Maryland 21217

IBM  
590 Madison Avenue  
New York, New York 10022

Internal Revenue Service  
(District Office)

ITT Educational Publishing  
4300 West 62nd Street  
Indianapolis, Indiana 46206

McGraw-Hill Book Company  
Hightstown  
New Jersey 08520

Milady Publishing Corporation  
3839 White Plains Road  
Bronx, New York 10467

Modern Talking Picture Service  
160 East Grand Avenue  
Chicago, Illinois 60611

Money Management Institute  
Household Finance Corporation  
Prudential Plaza  
Chicago, Illinois 60901

National Blank Book Company  
National School Service Bureau  
Holyoke, Massachusetts 01040

National Cash Register Company  
Main & K Streets  
Dayton, Ohio 45409

National Educational Films  
NEA Building  
1201 16th Street, N.W.  
Washington, DC 20036

National Secretaries Association  
1103 Grand Avenue  
Kansas City, Missouri 64106

New York Stock Exchange  
11 Wall Street  
New York, New York 10005

Parker Publishing Company  
Department 6848-MI  
West Nyack, New York 10994

Pitman Publishing Corporation  
20 East 46th Street  
New York, New York 10017

Pocket Books  
A Division of Simon & Schuster, Inc.  
1 West 39th Street  
New York, New York 10018

Poster Visual Aids  
58 Union Street  
Milford, New Hampshire 03055

Prentice-Hall Book Division  
Englewood Cliffs, New Jersey 07632

R. C. Allen Business Machines, Inc.  
Education Department  
Grand Rapids, Michigan 49502

Reprint Department  
Today's Secretary  
330 West 42 Street  
New York, New York 10036

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INSTRUCTIONAL MATERIALS

TEXTBOOKS AND PAMPHLETS

Agnew, Cornelia, and Pasewark, Office Machines Course, South-Western.


Aurner and Burtness, Effective English for Business Communication, South-Western.

Awad, Business Data Processing, Prentice-Hall.

Balsley and Robinson, Integrated Secretarial Studies, South-Western.

Baron and Steinfeld, Clerical Record Keeping, South-Western.

Baron and Steinfeld, Clerical Record Keeping, Course II, South-Western.

Barron and Taylor, Clerical Office Training, Prentice-Hall.

Bassett and Goodman, Business Filing and Records Control, South-Western.

Bate and Casey, Legal Office Procedures, McGraw-Hill.

Blackledge, Blackledge, and Keily, The Job You Want — How To Get It, South-Western.

Bredow, Medical Office Procedures, McGraw-Hill.

Brendel and Near, Punctuation Drills and Exercises, Programmed for the Typewriter, McGraw-Hill.

Briggs and Gossage, Mathematics Skill Builder, South-Western.

Bux, Key Punch Training Course, South-Western.

Byers, 10,000 Medical Words, McGraw-Hill.


Casady and Casady, Business Letter Typing, South-Western.

Cashman, Basic Principles of Data Processing, McGraw-Hill.


Cleary and Lacombe, English Style Skill-Builders, McGraw-Hill.


Dodd, Kenedy, and Olsen, *Applied Economic...* We.


Doris and Miller, *Complete Secretary’s Handbook*, Prentice-Hall.


Fries and Clayton, *Timed Writings about Careers*, South-Western.


Huffman, Mulkeeme, and Russon, *Office Procedures and Administration*, South-Western.


Keily and Kushner, _How to Find and Apply for a Job_, South-Western.

Kelsey, Raynor, _Handbook of Life Insurance_, Institute of Life Insurance, 277 Park Avenue, New York, NY 10017.

Kurty, Adams, and Verzau, _10,000 Legal Words_, McGraw-Hill.

Lamb, _Word Studies_, South-Western.


Larsen and Koebele, _Reference Manual for Office Employees_, South-Western.

Leslie, _20,000 Words_, McGraw-Hill.

Lessenberry, Crawford, Erickson, Beaumont, and Robinson, _Century 21 Typewriting_, South-Western.


Lyon, _Applied Penmanship_, South-Western.

McMurtry, Oelrich, Crane, Lee, and Russon, _The Administrative Secretary_, McGraw-Hill.

Meehan, Pasewark, and Oliverio, _Clerical Office Procedures_, South-Western.

Meehan, Pasewark, and Oliverio, _Secretarial Office Procedures_, South-Western.


Namanny, DuPree, _Legal Office Typing_, South-Western.


Neuner, _Administrative Office Management_, South-Western.

Pasewark and Cornelia, _Ten-Key Adding—Listing Machine Course_, South-Western.


Pasewark, _Electronic and Mechanical Printing Calculator Course_, South-Western.

Pasewark, _Electronic Display Calculator Course_, South-Western.

Pendery, _Clerical Payroll Procedures_, South-Western.

Perkins, _Punctuation: A Programmed Approach_, South-Western.

Piper and Gruber, _Applied Business Mathematics_, South-Western.

Rosenberg and Whitcraft, Understanding Business Law, McGraw-Hill.
Russon, Personality Development for Business, South-Western.
Schachter, English the Easy Way, South-Western.
Selden and Others, Filing and Finding, Prentice-Hall.
Senenow, Questions and Answers on Real Estate, Prentice-Hall.
Shilt, Everard, and Johns, Business Principles and Management, South-Western.
Silverthorn and Perry, Word Division Manual, South-Western.
Strongy and Greenway, The Secretary at Work, McGraw-Hill.
Wanous, Statistical Typing, South-Western.
Wanous, Wanous, and Wagner, Fundamentals of Data Processing, South-Western.
Wanous, Wanous, and Wagner, Introductory Data Processing, South-Western.
Wanous and Wanous, Dictionary of Bookkeeping and Accounting Terminology, South-Western.
Webster's New Collegiate Dictionary.
Whitcomb and Cochran, Charm for Miss Teen, McGraw-Hill.
Winter, Elmer L., How to Be an Effective Secretary, Pocket Books.
Wood and McKenna, The Receptionist, A Practical Course in Office Reception Techniques, McGraw-Hill.

ADDITIONAL BOOKS AND PAMPHLETS

American Bankers Association, 90 Park Avenue, New York, New York 10016. (Write for a list of booklets that are available. Note: Use the same address to request films and filmstrips.)

A. B. Dick Company, Techniques of Offset; Techniques of Mimeographing.

Institute of Life Insurance, Educational Division, 277 Park Avenue, New York, New York 10017, Policies for Protection.


American Trucking Association, Incorporated, Washington, DC. (Write for bulletins.)

Association of American Railroads, Washington, DC. (Write for bulletins.)
American Hotel Association Directory Corp. (Write for information.)

Air Express Division of REA Express, New York. (Write for information.)

Bureau of Business Practice, "Just Between Office Girls."

Citizens and Southern Bank, How to Do Your Banking (Booklet and test).

Dan River, Inc., A Dictionary of Textile Terms.

H. M. Rowe Company, Practical English Drills.

H. M. Rowe Company, Essential Business Practice.

Knox Gelatine, A More Attractive You.

Milady Publishing Company, Calm and Poise for Getting Ahead.

National Cash Register Company, History of Accounting.

New York Life Insurance Company, Should You Be a Secretary?

Royal Typewriter Company, You As A Secretary; The Successful Secretary.


South Carolina Employment Security Commission, Manpower Requirements and Resources in South Carolina Industry and Occupation.

South-Western Publishing Company. (Contact your representative and obtain copies of the various monographs that are available.)

The Glidden Company, Getting the Right Job.

Local telephone company. (Contact school representative and obtain teaching materials and equipment, such as the teletrainer, pamphlets, etc.)

FILMS AND FILMSTRIPS

AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028, Is A Career in Clerical Work for You?

American Institute of Certified Public Accountants, 666 Fifth Avenue, New York, NY 10010, Men of Account.

Business Education Films, 5113 16th Street, Brooklyn, New York 11204.

The Business Office: Making Things Happen
Opportunities in Clerical Work
Person-to-Person Communication
Various films about data processing and computers
Centrac (Maintaining records)
Correct Telephone Courtesy
Voice of Business
The Fluid Duplicator
The Master
The Mimeograph
The Stencil
Bookkeeping: Occupation and Opportunities
Paying by Check
Applying for a Job
Job Interview
Do I Want to be a Secretary?
The Secretary: Taking Dictation
The Secretary: Transcribing
The Language of Letters
Right at the Typewriter

Coronet Films, 65 East South Water Street, Chicago, Illinois 60601
Office Practice: Business Manners and Custom
Office Practice: Your Personal Attitudes
Writing Better Business Letters
Typing Skills, Daily Job Techniques
Better Choice of Words
Office Practice: Working with Others
Business Filing
Filing Procedures in Business
The Secretary: A Normal Day

Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611
Communicating with the Public
Choosing a Job
Getting a Job and Office Teamwork
Applying for a Job
Getting a Promotion


National Career Center, Department EE, 3629 White Plains Road, Bronx, New York 10467, Careers in Business.

Consult the following businesses to learn of educational films and filmstrips that are available to local schools.
Telephone Company (local)
U. S. Postal Service (local)
Office Machines dealers (local)
Banks (local)
Others

TRANSPARENCIES

3M, Clerical Occupations Series.
RECORDS

Gregg Secretarial Training Series.

PRACTICE SETS AND SIMULATIONS

Alphabetic Filing Procedures, South-Western.
APEX (Office Simulation), 3M.
Applied Office Typing, McGraw-Hill.
Business Machines Practice Set, McGraw-Hill.
Business Math on the Job, McGraw-Hill.
Business Practice (Clerical), McGraw-Hill.
Business Simulation Set, South-Western.
Clerical Payroll Procedures, South-Western.
Communication Unlimited, Washington.
Computers, People, and Data, South-Western.
Executive Office of America (A Secretary Office Job Simulation), South-Western.
Family Financial Management, South-Western.
Gregg Office Job Training Program, McGraw-Hill.
Gregg Quick Filing, McGraw-Hill.
Highlands Greenhouse (Pegboard Payroll System), South-Western.
Indio Paper Company (Clerk-Typist Job Simulation), South-Western.
Introductory Business Practice, McGraw-Hill.
In/Vest, Insurance Organizations.
Legal Office Typing, South-Western.
Lester-Hill (Office Simulation), McGraw-Hill.
Machine Office Practice, South-Western.
Model Office Practice, Set, McGraw-Hill.
Number Filing on the Job, South-Western.

Payroll Recordkeeping Practice Set, McGraw-Hill.


Personal Recordkeeping Practice Set, McGraw-Hill.


Punctuation: A Programmed Approach, South-Western.

Professions Accounting, A Business Simulation, South-Western.

Recordkeeping for Small Businesses, South-Western.

SAFECO, Safeco Insurance.

Serendipity, Inc. (Office Simulation), South-Western.

Snow Country Ski Equipment (Typing Practice Set), South-Western.

Southern State Bank, Mississippi State University.

The Office, Glencoe.

Think Metric, South-Western.

TOP Music Services, Inc. (Typing), South-Western.

You Are a Data Processor, South-Western.

South-Western Clerical Set:

   Home Products Company
   The Star Baking Company
   General Insurance Agency
   Crown Jewelry and Appliance Mart
   The Community Department Store
   Apex Supermarket
INSTRUCTIONAL MATERIALS AVAILABLE THROUGH THE SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

The following office occupations instructional materials are available through the State Department of Education, Office of Vocational Education, Office Occupations Education, Columbia, South Carolina 29201.

SUGGESTIONS FOR A PLAN OF ROTATION FOR OFFICE PRACTICE
Manual (Recommended for Cooperative, Office Practice, and Office Machines classes.)

TRANSCRIBING TRAINING TECHNIQUES
Teacher's Manual
Student's Manual
Transparencies

NEGOTIABLE INSTRUMENTS
Transparencies

BOOKKEEPING
Transparencies (6 Sets)
Introduction
General Journal
Recording Goods Sold on Account
Cash Receipts Journal
Recording Goods Bought on Account
Cash Payments Journal

DUPLICATING EQUIPMENT
Student's Manual
Teacher's Manual

CURRICULUM GUIDE FOR OFFICE OCCUPATIONS

FULL-KEYBOARD ADDING MACHINE
Student's Manual
Teacher's Manual

TEN-KEY ADDING MACHINE
Student's Manual
Teacher's Manual

CAREERS IN OFFICE OCCUPATIONS
Transparencies

OFFICE OCCUPATIONS IN SOUTH CAROLINA
Brochure

OFFICE OCCUPATIONS
Teacher's Guide (Unit in Vocational Education)
PRINTING CALCULATOR
ELECTRONIC CALCULATOR
ROTARY CALCULATOR
KEY DRIVEN CALCULATOR
  Student's Manual for each
  Teacher's Manual for each

MAILING
  Transparencies

CHARM
  Transparencies

BANKING
  Transparencies

BUSINESS LAW
  Transparencies

Typewriting
  Transparencies

CO-OP RECRUITMENT
  Brochure

LETTER STYLES
  Transparencies

OFFICE OCCUPATIONS
  Slide/Tape Presentation
NEWSPAPER PUBLICITY TIPS

A teacher/coordinator should seek personal contact to brief the editor and his staff about the Cooperative Office program.

The lead paragraph of a news story should answer the basic questions of the five W's — WHO, WHAT, WHEN, WHERE, and WHY.

Relationship with Newspaper Media

1. Find the newspapers available in your community.
2. Visit the newspaper offices and meet the editors and educational reporters.
3. Maintain a good working relationship with the editor and staff of the school newspaper.
4. Submit material that will be interesting to a large segment of people.
5. Be tactful in dealing with newspaper reporters.
6. Follow rules in writing copy.
7. Release announcements as coming from a member of the administration.
8. Be prompt in getting material to newspaper.
9. Alternate releases between morning papers and evening papers. Give different twist to the same story if there are two or more papers competing for the news.
10. Stay in close contact with the editor and his staff.

Basic Guidelines to Follow for Story Feature

1. The beginning of the story should include the five W's mentioned above.
2. Make sure all facts and names are correct — give full names.
3. Do not put your own comments and opinions in the story unless they are used as direct quotes.
4. Write short sentences and short paragraphs (20 - 50 words in a paragraph).
5. Use third person.
6. Use simple, accurate, and vivid words.
7. Report event as soon as it takes place.
8. Get as much human interest into the story as possible (use pictures and names).
9. Check style of newspapers and follow their style. (Is street written as St., street, or Street?)

10. Use FILLERS, small statements to fill a column of type.

Newspaper Terminology

1. Copy — A complete story to submit to newspaper.

2. Deadline — The latest day and hour the copy must be turned in to the newspaper.

3. Caption — A brief description of a news picture including names and titles of subject involved.

4. Media — Various channels of communication (radio, television, newspaper, and magazines).

5. Release Date — The day and hour the news can be printed.

6. -30-: ## and End — Placed at the end of a story.

7. Head (Headline) — The title given a story by the editor or reporter.

8. Draft — The rough draft (preliminary) copy of a news story.

9. Wire Service — National and international news agencies that provide teletype news services.