

DESIGNING THE AQUARIUS PAPER COMPANY,
A MODEL OFFICE CURRICULUM AID

An Independent Study for the M. A. Degree

ANN HLAVKA McCALL

Business and Distributive Education

MICHIGAN STATE UNIVERSITY

JULY 1972

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By
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CONFIDENTIAL

The farther one goes into education, or in probing any project in depth, the more one is indebted to the work of a great many other people whose support and efforts supplement one's own. This help has certainly contributed to the completion of this paper. In addition to cogent words and helpful comments from fellow students, I would also like to express my indebtedness to Dr. Elaine Ullrich for her constructive suggestions, to Dr. Peter Haines for his concern, and to Dr. Helen Green for her careful criticism in the final reading. Much credit goes also to my family for their patience and forbearance with all the hours I spent at the typewriter instead of with them.

If this paper is a positive step toward improving education or building the value of any students to society, then credit must reflect on each of these people as well as on the writer.

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ABSTRACT

Prior to taking their first job, business education students need an opportunity to integrate their newly acquired skills and apply them to realistic situations. A co-operative work station would often fulfill this need. Often, however, such a station is not available or sometimes students need a chance to test their ability and strengthen their self-confidence in a more controlled situation. The curriculum materials explained and developed in this paper will offer the student this trial period for testing and stretching his office competency. Through the student's experience in working in a classroom with materials such as this "model office," which are designed to develop interrelated tasks typical of an office, a student can gain some of the preparation and polish which he might receive in a co-operative station.

The materials in this model office are planned with the hope that, after functioning in such an office, the students will have sufficient realistic experience to be able to adjust more readily to a real office situation. They should be able to use certain business machines, to make minor decisions, to efficiently manage their own work, to better understand how one office job generates work in others, to successfully handle much of the work which is thus generated, and to have more self-confidence in their ability to function satisfactorily in a real office in their first job.

The verbs which were researched by the New Office and Business Education Learning System (NOBELS) project as representing the most common activities in offices were utilized as a guide for insuring that most types of typical activities were included in the model office.

A model office is developed and appended. It is patterned after a wholesale paper company which handles stock from several paper mills. Three positions are developed--secretary, clerk, and bookkeeper. Approximately eight hours of work are provided. A teacher's handbook, an employees' handbook, and all forms used are included.

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An Independent Study
In Partial Fulfillment
of the Requirements for ED 883

by
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Accepted by:

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

Business educators and businessmen agree that some practical application and integration of office skills is desirable before a student is well equipped to handle his first office job. To transform a business education student into an efficient office worker requires an opportunity for the student to apply some of his skills to actual problems in some sort of transitional procedure. Rather than practice just isolated skills, the embryo office workers need an opportunity to receive a task and apply to it whatever skills are applicable, to utilize related skills when necessary to complete a task.

In the classroom tasks are generated from a textbook or from the teacher. The student needs an opportunity to see how work is generated in an office. He needs to recognize how work flows from one station to another as well as how it is generated outside the company. He also needs an opportunity to realize the importance of each step in the handling of information flowing through the office.

NEED FOR THE STUDY

Recognizing this need for practical application of skills prior to taking responsibility for an office job, educators have used several means of offering this training. A co-operative work station, if it is an ideal one, offers practical learning experience which, in addition to permitting a student to apply

and improve his new skills, allows him to trace office work as it generates and flows through a business, to recognize where his abilities can contribute to the function of an office, to observe business and office human interaction and to participate personally in this interaction. With the support of a related class and advice and concern from the coordinator and from the training supervisor, this first job experience can be a well-managed learning experience.

Unfortunately, however, a co-operative station is often not available or is not suitable for the student's career objectives or is not satisfactory as a learning situation. When a suitable co-operative station is not available, an office simulation can be established within the classroom to achieve some of the objectives set for a co-operative station. Also, where co-operative stations are not suitable or in cases where a student needs particular attention, the model office might lend itself even more satisfactorily than a co-operative station, because the teacher is working with a controlled task situation which can be supervised more closely.

Realistic practice materials for clerical training are always needed, structured materials which can lead to accomplishments of specific learning objectives. Practice sets, projects, or unipaks can offer progress toward some of these objectives, but a more extensive project such as the model office can more adequately develop a realistic flow of work and demonstrate interaction between positions.

A "model office" of the type which is developed for this paper is an attempt to fill the need for instructional materials which simulate a real office and to give practice in realistic work flow. It includes a description of the office and a description of each of the positions which the student will fill, identification of objectives, instructions to the student and to the teacher, samples of all forms to be used, and suggestions for evaluation standards. It provides work for three stations with approximately eight hours work at each station. Since the basic work flow and job position responsibilities are established, additional work can be fed into the system. Many types of activities such as duplicating, calculating, and typing overlap from one station to another, giving the students repeated practice and review. The office positions included in the model office fit, approximately, the job analyses of a clerk, a secretary, and a bookkeeper.

The company to be portrayed in this model office simulation is a paper supply firm which furnishes bulk paper supplies for printers, schools, offices, and institutions and is, therefore, an outlet for several producers. The bulk of its sales are wholesale, but a few retail sales are also handled. An office manual and flow charts are part of the basic information provided for the "employees" (as well as for the teacher).

Since most businesses develop jargon peculiar to that special business, a few terms are introduced which apply specifically to the kind of business carried on by the office after which the model office was copied.

LIMITATIONS/DELIMITATIONS

The model developed in this paper does not include any of the positions in other offices which generate material. No attempt is made to specifically point out the similarity of the work of this office to work which might be done in other offices, though the abilities to transfer the experience from this office to many other offices is intended. No complex accounting tasks are included. No practice is provided in working with electronic data processing materials or techniques. Payables in the model office are handled by the office manager, whose job is not developed. The time period covered by the tasks provided is limited to one week in the office or eight class hours. The work flow is planned for interaction rather than efficiency.

DEFINITIONS

The "model office," as the expression is used to describe the material in the appendix of this paper, refers to the instructional package. It is restricted to a specific time period and to jobs applied to a particular office. Any attempt to create an office-like atmosphere or materials can be considered an effort at office simulation. The "model office" in this paper is one implementation. The nomenclature model office could be used to refer to any type of office setup which is a simulation of an office. It would not necessarily refer to a time period nor to a particular set of materials or jobs. The distinction that the materials in this paper have is that they refer to a specific set of materials with defined objectives and defined limitations

identified by connection with an office name and a type of business. The learnings are transferable to other offices and provide a rehearsal for typical office situations.

PROCEDURE

Selecting a Model

An office which serves as an outlet for larger firms as well as acting as its own agent at times was chosen because it is typical of many small offices located in small cities as well as in large cities. Although each office employs only a small number of employees, the total number of possible positions in this type of situation are many. Therefore, the understanding of this type of operation or company will be transferable for many of the students to their future employment. It also represents an office in which each person would be called upon to do a variety of office work. An important objective of this model office is to offer practice in a variety of learnings which have been studied in previous classes.

Determining Action

The office activities researched and listed by the New Office and Business Education Learning System (NOBELS) study were studied and incorporated, with some consideration for the frequency which the study has determined each activity is performed in real offices. A list of the 60 verbs listed by the study as representing the most frequent activities in the office is appended to this paper. For each of the three positions in the model office the list was checked to determine which of the activities would be included in the tasks in that particular position. Almost all the NOBELS verbs could be used in

describing the work in the model office developed in this paper. The exceptions are: take dictation, transcribe, punch, weigh, packaging, destroy. Minor modifications could include these also.

Experience with the particular office after which the model office in this paper is patterned will also help students establish an understanding of the relationship of an outlet office to the firms it represents. This relationship is explained in the introduction to the office and can be used as is or can be utilized by the teacher as a basis for further elaboration of distribution systems.

Most of the learnings in the model office, however, are applicable in almost any office. Information-handling, the major function of any office, involves tasks which are universal, and many of the tasks in the model office should demonstrate that universality.

Breathing in Life

Constructing a model office is more relevant and vibrant if it is modeled on one which the author-constructor himself envisions clearly. One way of breathing life into the model is by visiting an office similar to one which might employ the students who use the model. This visit could be a field trip for an entire class or could be an individual visit. On a field trip, students would be observing with the question in their minds: Where do I fit into an organization such as this? The questions in the mind of the potential constructor of a model office would be: What are the relationships between various positions in this office? Which procedures have use

only in a particular office and which are basic to many offices? How does the work flow from one step to another? What type of equipment is used? Does this office seem to have progressed with the times? Is the office efficient? What principles in use in this office can be taught in the classroom? Which ones are too complex or too specialized to be generally useful or practical?

A local high-quality paper distribution firm was visited in preparation for designing the model office in this paper. The office manager-treasurer was very willing to explain his office procedure. Five girls formed the office staff. Two were considered to be in sales and distribution and did various clerical tasks; two were bookkeepers; one was secretary for everyone in the office, which included the president, the office manager, and two in-house salesmen. The firm also employed eight outside salesmen.

Choosing a Name

Though a more mundane company name would be satisfactory, the name for the model office included in this report was suggested by a line of paper carried by the company which was visited. The colors of paper were named after the zodiac signs; Aquarius seemed appropriate as the identification for a teenage company.

Procedural Pointers for the Teacher

Keeping in mind the administration of the model office, several procedures can be incorporated which simplify and support the work of the teacher-user of the model office.

(1) Different colored paper or coding can be used for the various portions of the materials. General instructions or review learning could be a different color than the actual model office paper or the teacher's handbook.

In the appended office a code system was utilized because only white paper was available. Colored paper is more easily distinguishable; coding has more variations.

(2) Forms could be run off by a related class, or the job of running off forms can be programmed into the model office itself.

(3) Staff conferences or some other realistic name can denote general class sessions where problems are discussed or where topics of general interest (job application, unions, employee benefits, evaluation, promotion, personal appearance) can be discussed.

(4) Evaluation and comment by students, though they may not be part of a regular office procedure, will assist the teacher in her own evaluation, may promote understandings between student positions, and can pinpoint trouble spots. They can be an important contribution to the learning process.

(5) Students should be told the objectives of the model office and be enlightened about the career ladder, if there is one, within the model office and within offices in general. This could be done either by the teacher, by a school counselor, or by a visit from an office manager or other businessman.

(6) Suggestions should be encouraged from students which might help in the flow of work or in additional learning. Their

ideas should be incorporated whenever possible, since this aids in building self-concept.

(7) A flow chart will be invaluable in clarifying office procedures for the designer as well as for the students and teacher using the model office. Students should understand how their job relates to others in the office.

(8) Instructions should be clear and complete. Questions to the office manager (teacher) should be primarily about learning problems, not about office procedure.

(9) Proof reading, accuracy, and an office level of efficiency should be stressed. A double check on work should be built in whenever possible.

(10) If job positions are shifted, the outgoing occupant of a position can train the incoming worker. Step-by-step explanations should be encouraged.

(11) An employee handbook or manual is a realistic way to include some of the rules of the office as well as the school rules which apply in this particular class.

(12) Fill-in work should be planned which can be done when workers are not busy or are waiting for a job to be passed along. This should be a learning process also, not just busy work. Some suggestions are introduced in the supplementary tasks in the appended office.

Students should also be encouraged to discover their own fill-in work, to help to recognize a need for extra emphasis in some area in light of their individual vocational goal.

(13) A block of time contributes to a more realistic situation and builds continuity and stamina.

(14) A worker-to-worker relationship should be encouraged which supports the idea of cooperation to get a job done satisfactorily and accurately, not a competitive effort to find other people's errors.

(15) Additional work can be easily input into the design, once a procedure for processing certain information is established, simply by changing numbers or names or addition of another person or another firm with whom the company does business. This should be done if a teacher recognizes inadequate learning from the amount of material originally given in a particular area.

(16) Routine order tasks can be generated by giving students in the class a price list, purchase order blanks, and the list of customers, and letting them act as firms ordering goods.

(17) Because the telephone is so integral a part of the modern office and because students so often have had little practice in initiating calls since this cannot be taught in a textbook, it should be integrated into the model office in a realistic way with legitimate calls and inquiries whenever possible. A "staff meeting" in preparation for its use might be helpful. Students need to remember to have all their questions in mind and be ready with additional questions which might arise as a result of the information received. They should also recognize that all figures or amounts given are important and should be written down when they are received. Telephones are supposed to increase efficiency; the more complete the information on the first call, the fewer calls are necessary.

(18) Consciousness of the hierarchy of an office should be part of the student learning. Though the importance of every job is stressed by the interplay of forms and information within the office, the concept should be introduced that with additional responsibility and training also comes additional authority--and additional pay. In this way students may gain insight into the value of education, while guidance is still readily available in the school if they need it. They may recognize reasons for staying in school if they were considering dropping out or in getting additional training after they leave school.

(19) A designated time period with specified days or dates is necessary in order for the daily progression of paper work and incidents to have relativity. For example, in the attached office the time cards and salesmen's reports are due on Friday; paychecks go out on Tuesday. The office starts on a specific day, which makes events and dates relate to one another.

(20) A calendar with sections large enough to use for reminders might be used by any of the positions. Sometimes commercially printed ones are available free from various sources. A blank form is included in the appended office which can be used to make a calendar. The work of the secretary includes marking appointments for office manager and president.

(21) Any colorful forms or realistic materials used by the office which serves as model or is visited will make the classroom more realistic and more interesting. Related work in other classes regarding the type of industry or the type of work in which the office deals might also make the office more realistic.

(22) Since most office workers are women, constructing one's own model gives opportunity to strengthen women's position. The office manager (teacher) should attempt to be the kind of boss he/she should like the students to work for, whatever the sex of the teacher or students. However, if the teacher is a woman, a fine opportunity is presented to help her female office workers/students to relate to a woman executive, and possibly visualize this in their own career ladder also.

CHAPTER II

REVIEW OF LITERATURE

In this study the term "model office" is used to denote a program of study or a technique of teaching for a capstone course or a pre-employment course in office subjects. It is an instructional "package" of materials, forms, and tasks patterned after the actual work which would be encountered in a particular business, and for a specific number of work stations. The terms "integrated office laboratory," "office occupations laboratory," or "intensive office training" might be used to describe integrated classrooms which could utilize a "model office." This paper illustrates and explains development of a "model office."

A review of literature for a model office would logically be a review of other model offices which have been written and published. Because the model office is a relatively recent curriculum technique, such publications are few in number. Many personal experiments of teachers in developing a model office or parts of one have probably been developed but not published, as is true of much classroom research. Model offices which are published are mentioned in this review, but primarily this review includes comments on materials which relate to the development of the model, the rationale for pre-employment classroom study to be offered in the model office form, and on use of the method or similar methods in certain classrooms as reported in

the literature. Periodicals were the prime source of material, since the usable constructs of this teaching method are so recent that no books have been published on this subject alone.

Work in an office includes not only separate specific subjects such as typing, shorthand, and filing but also a relationship among all factors, both human and inanimate. The work flow as well as the interaction of workers should be part of pre-employment training. Traditional separation of office education into subjects without some experience in the integration of the learning as well as the lack of training in the flow of work in a business has left a gap between the classroom and the office and left students without a clear concept of the functioning of an office. Alexander and Robinson (1) recognized this and considered the understanding of the "salient features and inter-relationships of the business firm.....for students who have had no experience in business" one of the most difficult tasks of the business teacher. Setting up a model office within the classroom is one attempt to fill this gap.

Development of the concept of integration of various learnings and the move toward the use of a block of time is traced by Boldt (5) beginning in 1872 with the first traces of integration. In 1937 she found the first mention of block of time use, but a sharp increase in its use followed the Vocational Education Act of 1963. A block of time can be utilized in various ways in office education (11, 21, 14, 10, 22, 30) and its use will aid in realism in the implementation of a good model office.

Determining what learning should be included in the model office in order for it to reflect what actually happens in an office could be done by job analysis of people actually working in an office. Personal interviews by the author would have been limited in scope; but fortunately an extensive, thorough, and very professional analysis of this type has recently been completed--the New Office and Business Education Learning System (NOBELS) study (4, 8, 9, 13, 16, 17). This study is a U.S. Office of Education-funded comprehensive investigation of office jobs and office education with the objective of matching the two more satisfactorily. The title of the project was originally Moonshot (10) but was changed to NOELS, and the final report came out under the initials NOBELS. A summary report (4) lists addresses from which final reports can be ordered. Three different projects were included in the full investigation, one headed by Lawrence Erickson, one by Ray G. Price and Charles R. Hopkins, and one by Herbert A. Tonne. The summary report (12) briefly reports taxonomy of office activities, critical incidents for decision making, performance goals, and hardware used. Results from this study should be a firm basis for updating of curriculum materials in many office subjects and is particularly useful in designing a relevant model office.

"Office simulation" is the designation given by Barger (3) to her use of a model office. Eight positions in a department store were included, with each student remaining at a position for one week. The first class period was a general session for setting up stations and orientation. This was followed by four two-hour periods for training. Specific training time was not

necessary any further, because each student in the position acted as trainer or helper to a "new" employee. One interesting position was the simulator, who made planned interruptions, for which a script was provided. Debriefing sessions were planned for handling subjects or problems of general interest. Development of work was done in a way which was very interesting for the students. Each person in the class selected a complete wardrobe for herself appropriate for the office and ordered it from the department store.

"Simulation" was also the designation used for a distributive education model developed by Meyer (Michigan, 45). Seventeen packets were developed for 17 work days or class periods in a retail credit and collection department. Each person in a class could receive a packet so the class could work as a group, but the teacher could also utilize the material in other arrangements. All materials and forms were included, plus directions to the students and helps for the teacher. The pedagogy in this study seemed good; the model and materials seemed very complete; the paper itself, however, needed editorial work. There were errors in punctuation, syntax, and spelling. One flagrant error was the misspelling of one of the three major department stores where the author interviewed. The model itself was very complete and would be very useful.

Long (19) describes a program which he developed for use where high schools are unable to secure work stations for their co-operative office education students. It resembles a co-operative work station even more closely than the "model office"

as defined in this report. In the classroom the "equipment, layout, furniture and arrangement were planned with the 'real' office in mind." Rather than use the rotation plan, a student used whatever equipment and facilities were necessary to perform a given task. Corelated with the classroom was a community survey. The suggestion was also made that the supervisor be someone other than the co-ordinator. These last two procedures further differentiated this program from a "model office."

Jones (14), in "The Enigmatic Intensive Office Laboratory," suggested that many people are confused by the exact meaning of the terms used to describe simulation or integration of office education skills and learnings. This study lists 24 characteristics of the intensive office laboratory. A primary one directed toward the intent of the laboratory was listed: "Instructional materials are designed so that the work experience of the students are like or very similar to the work done in the office occupations." Another one was: "Work stations related to office occupations in the employment community are established." One important objective was "sophistications.... comparable to those which would be developed in....an on-the-job training program." These characteristics and objectives indicate that the intensive office laboratory is striving toward the same goals as the model office and that a model office might also be classified as an office laboratory. The "model office" as offered in this paper should meet the objectives of the laboratory, though the specific characteristics differ somewhat.

Clippinger (7) described a simulated office which concentrates on only one subject--typewriting. In this high school class of 43 juniors a pencil company was formed. Two positions in the company were planned, so many companies operated simultaneously in the classroom. The work done was primarily on business forms and ran for 15 days. This type of simulation, though appropriate as it was used, does not fulfill completely the objectives of the model office as developed in this paper since a variety of tasks and manipulations were not presented. No mention is made of interaction or interruptions which are customary in a real office situation. The tasks were apparently realistic but did not offer much variety in learning. How much flow of data through a business was developed was not indicated in the article.

Another adaptation of an office-type situation in a typewriting class was reported by Brubeck and Irvin (6). A payroll situation was used for evaluation. A time period for each set was established, and four hours' work would earn \$9.20 (92 for a 40-hour week). A deduction of 50 cents from the paycheck was made for an error. The students worked consistently and liked the system. Though the experiment described in this article does not illustrate a skill learning principle, it does illustrate interaction of how a student's production will act to bring monetary reward from the company. The basic idea could well be adapted to a "model office" either in a payroll department or through evaluation for the project.

The class which LeGrand described (18) functioned as a simulated office, working with students as groups, in a team teaching situation. Twenty-four seniors were divided into four groups for three-fourths of the senior year:

automation and data processing
duplicating
calculating machines
transcriber and other typing

During the last quarter of the year the class met as a group. According to LeGrand there was an attempt at office atmosphere, individual instruction, and the use of the teacher as office manager. No materials designed to flow from group to group were mentioned. In spite of the attempt at an office atmosphere, this classroom as described seems to lack the illustration of interface and interaction in business which is necessary for adequate pre-employment training.

Many articles can be found in the journals or in independent studies which illustrate bits of the model office techniques. Some of these are:

Integrated project--Hansen (Michigan, 43)
Unipak--Loudon (Michigan, 44)
In-basket--Seifert (Michigan, 46)
Decision-making--Uthe (31)
Role-playing--Willey (33), Kirk (14)
General creativity--Angela (2)

The decision-making dialogue illustrated by Uthe (31) is similar in its objective to the script of the simulator position included by Earger (3). Realistic interruptions and resultant decision-making are important in making a model office realistic.

A number of curriculum aids have been developed by individuals and groups for classroom use (37-51). Though they are unpublished, many can be secured in mimeographed form from the state or district for which they were developed. They provide materials which allow the student to integrate and improve various skills by applying them to a realistic situation.

Under a grant from the Federal government, educators at Michigan State University developed a five-volume set (37) on the vocational office block. This set not only illustrates a model office but also provides invaluable helps to a school system in planning and implementing a block program in their business education department. The two-hour block or a similar block of time contributes toward making the model office more realistic.

Some "model offices" with integrated planning, forms, materials, objectives, and suggestions have been developed, published, and are available to the classroom teacher. Southwestern Publishing Company offers for purchase a series of model offices (23-28) which allow for 1, 2, 3, 4, 5, or 6 stations in the office. The prices, type of company, and length are:

Type of company	No. of Stations	No. of Pages	Price
Home Products	1	38	\$.80
Bakery	2	84	.80
Insurance	3	160	1.20
Jewelry and Appliance	4	223	1.08
Department Store	5	264	.80
Supermarket	6	337	1.20

Gregg-McGraw-Hill sells an office simulation (15) of a hotel and motel supplies and equipment firm which is adaptable for from 6 to 30 students and for 45 to 90 hours. The program available from the 3M Company (20) provides for ten entry-level positions and three promotional positions and supplies 540 classroom hours for 20 students.

A specialized model office which offers a firm foundation for students interested in working in an insurance office is distributed free of charge by the Washington Insurance Council (29). The materials provide for in-depth experience in working with insurance tables and many specialized insurance concepts as well as generalized office procedures. They would be particularly valuable in an area where a large insurance company might be the potential employer of a high percentage of the graduating students in office education.

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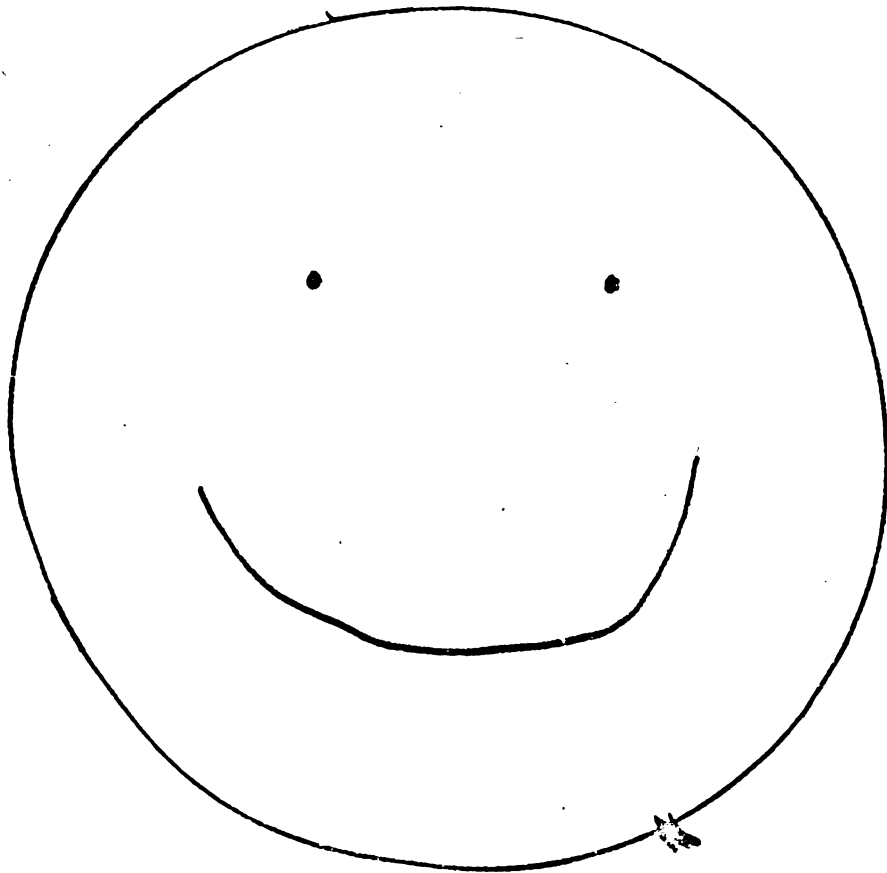
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APPENDIX A

THE A^QUARIUS PAPER COMPANY

MODEL OFFICE



THE AQUARIUS PAPER COMPANY

SECTIONS

TEACHER'S HANDBOOK

EMPLOYEES' HANDBOOK

LISTS AND FORMS

EMPLOYEE'S HANDBOOK

EMPLOYEE'S HANDBOOK

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ORIENTATION

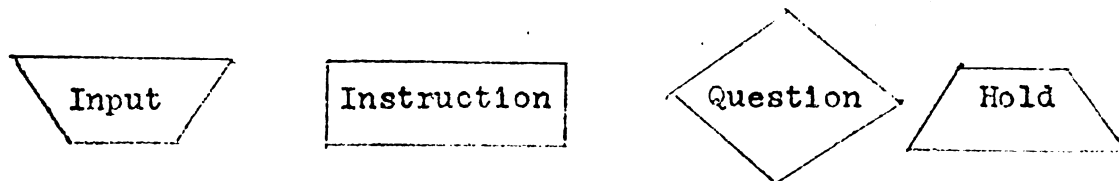
Description

The Aquarius Company is a distributor of high-quality paper in wholesale quantities. Its customers are primarily printers, governments, colleges, or any company utilizing paper in large quantities. The office staff consists of three positions: a secretary, a bookkeeper, and a clerk. The president of the company is also the sales manager for the company. The office manager is also the treasurer of the company. His (or her) job also carries responsibility for the functioning of the office. Seven outside salesmen complete the sales staff.

The tasks are set up to cover a week's span in the office beginning on a Wednesday. A two-hour block of time in the classroom should be considered a calendar day.

Any work directed to go to the office manager or to the company president is to go to the teacher.

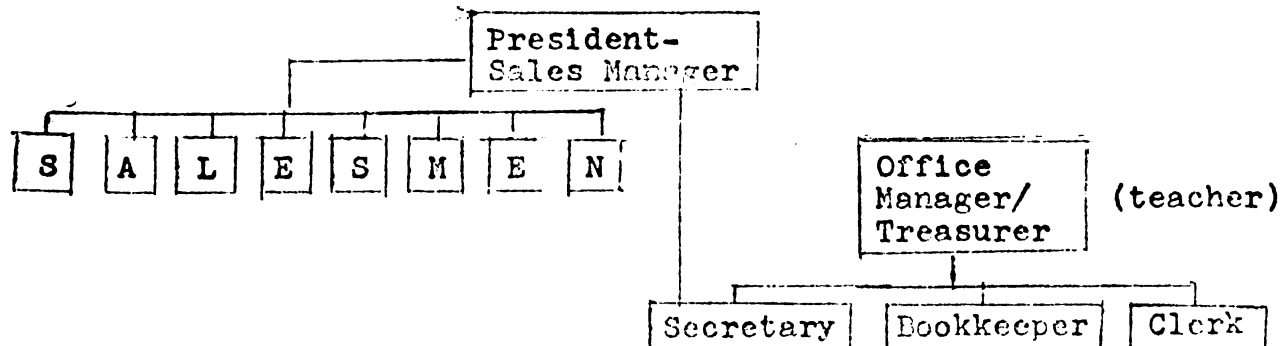
In the office after which this office is patterned, the atmosphere is relaxed and friendly but also very efficient. The office staff takes pride in being accurate and in getting their jobs done on time. They feel responsible for the office work but not pressured. People rely on one another to do their own job well so that work runs smoothly. No one is expected to be perfect, so fair criticism and keeping out errors is a mutual and cooperative effort. It is hoped that the persons using this model will work with this same attitude.

Codes and AbbreviationsFlow Chart CodeInitials Code

AQ = Aquarius Company
 B = Bookkeeper
 C = Clerk
 EH = Employees' Handbook
 F = Form
 OO = Opening Office
 SM = Salesman
 SS = Secretary
 S = Student
 T = Tasks
 TH = Teacher's Handbook
 LF = Lists and Forms Section

Abbreviations

ctn. = carton
 owt. = hundredweight (hundred pounds)
 # or lb. = pounds
 p.o. or P.O. = purchase order

Organizational Chart

Office ActivitiesDaily

Orders, invoices
Register of invoices
Salesmen's record
Register of checks received
Inventory stock sheets
Bank deposit
Filing

Weekly

Payroll
Payroll checks

Intermittent

Telephone calls
Correspondence
Price changes
Sales meetings arrangements
Materials for potential accounts
Compiling sales statistics
Inter-office memoranda

Supplementary

(Inform office manager when you start one of these.)

Clerk

Make two sets of file cards from the list of salesmen. File one set alphabetically and the other set geographically. Check with the telephone operator for the area code in each of these cities (or check the map in the front of the telephone book if you know the location of the city), then make up a telephone number for each salesman and include it on the file card.

Work on tasks given by inter-office memoranda.

Bookkeeper

Find totals of each type of paper (or each grade of paper) (or each weight) (or each color).

Find percentages of these of our total sales.
(You will have to find total sales for the period first.)

Secretary

Work on tasks given by inter-office memoranda or telephone or dictaphone.

Anyone

Make graphs or displays from the totals found by the bookkeeper as suggested above.

Open a petty cash account.

Plan for Community Chest collection.

List customers or each salesman and volume of purchases.

List customers by volume of purchases.

Critique filing systems and make suggestions.

Critique business forms and make suggestions.

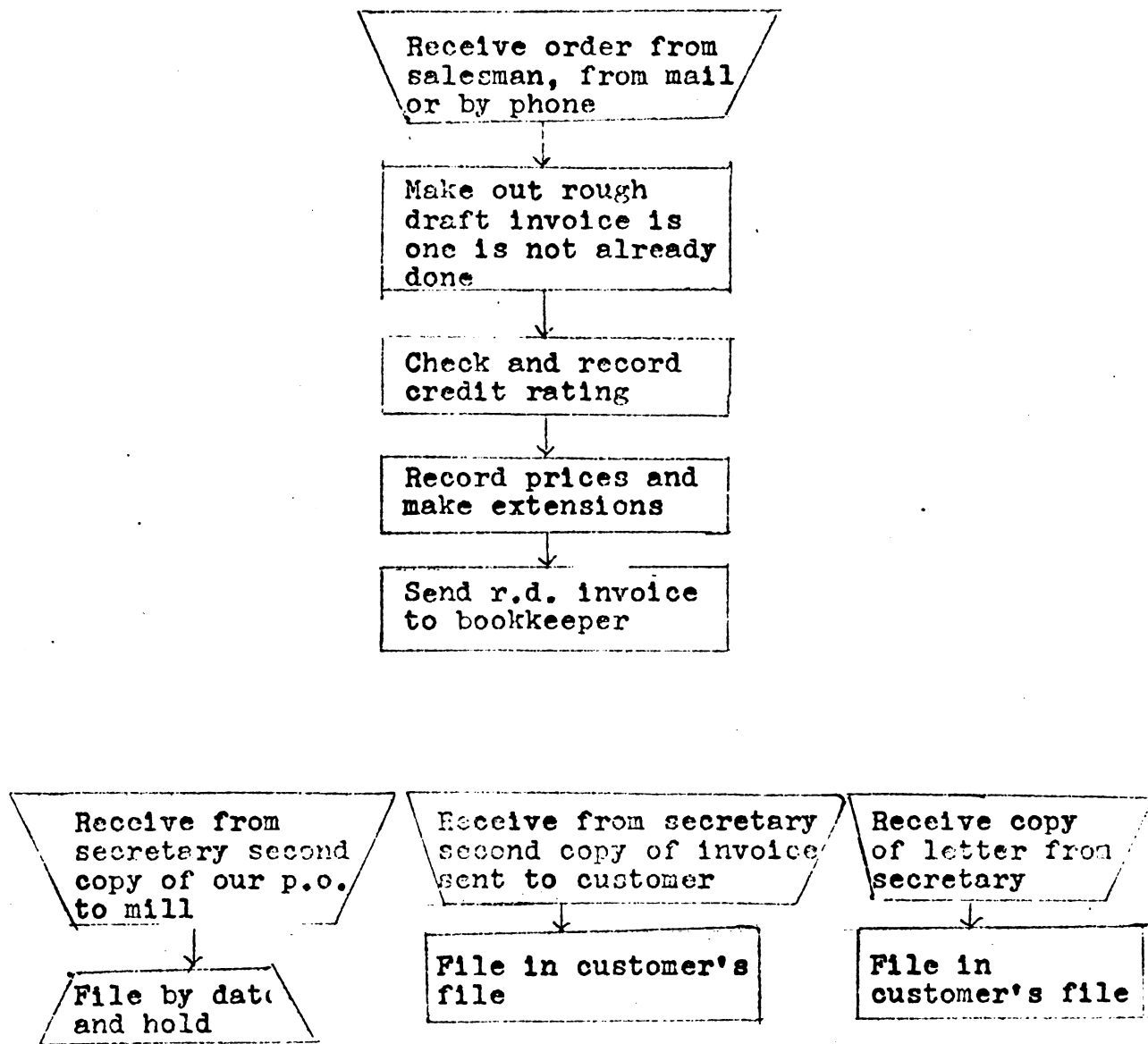
EMPLOYEE RELATIONS

Job Descriptions

Clerk - The duties of this position are varied. She receives mail and distributes it. She acts as receptionist for the office. As part of her job in answering the telephone she has the authority to accept orders for paper stock. She does most of the filing for the office. She is responsible for seeing that sufficient forms and office supplies are on hand. Supplies are ordered by filling out a company purchase order. She begins the work on invoices following the procedure given in the flow chart and in "Office Procedures for Handling Incoming Orders." She is responsible for having the correct quoted prices on the invoice. She completes her own time card. She figures the payroll following the procedure on the flow chart. Supplementary work is suggested in "Office Activities."

Flow charts for this position are on the pages following this one.

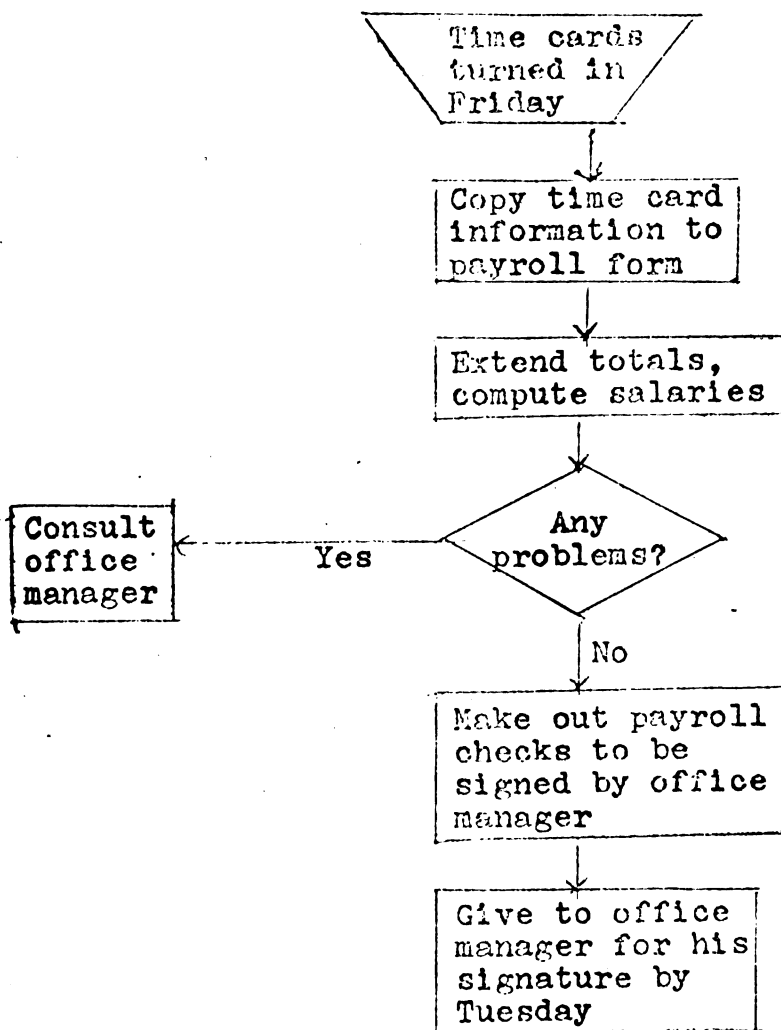
FLOW CHART - INCOMING ORDERS (Clerk)



Key:

- p.o. = purchase order
- r.d. = rough draft
- + = any other papers stapled with listed item

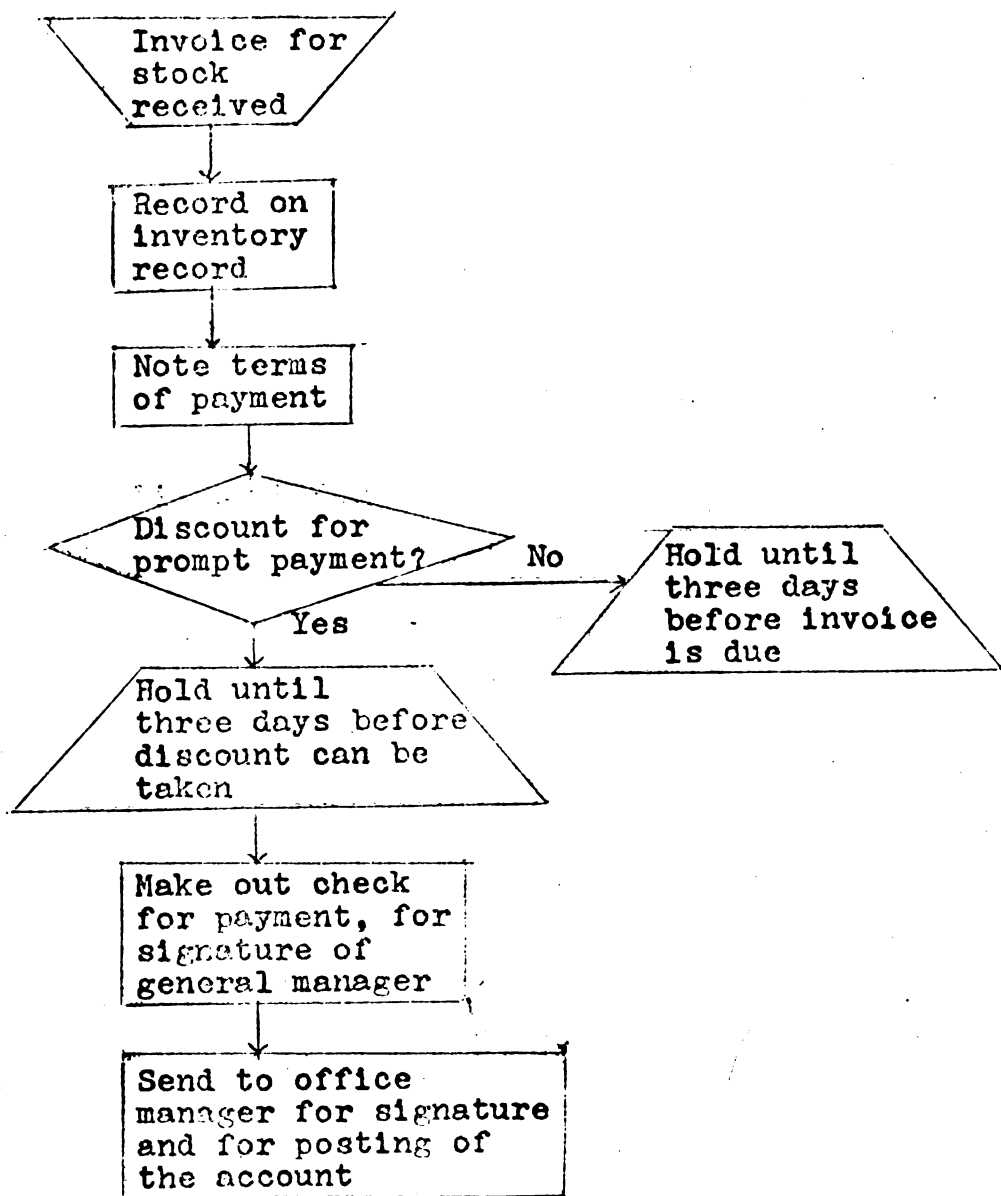
FLOW CHART - PAYROLL (Clerk)



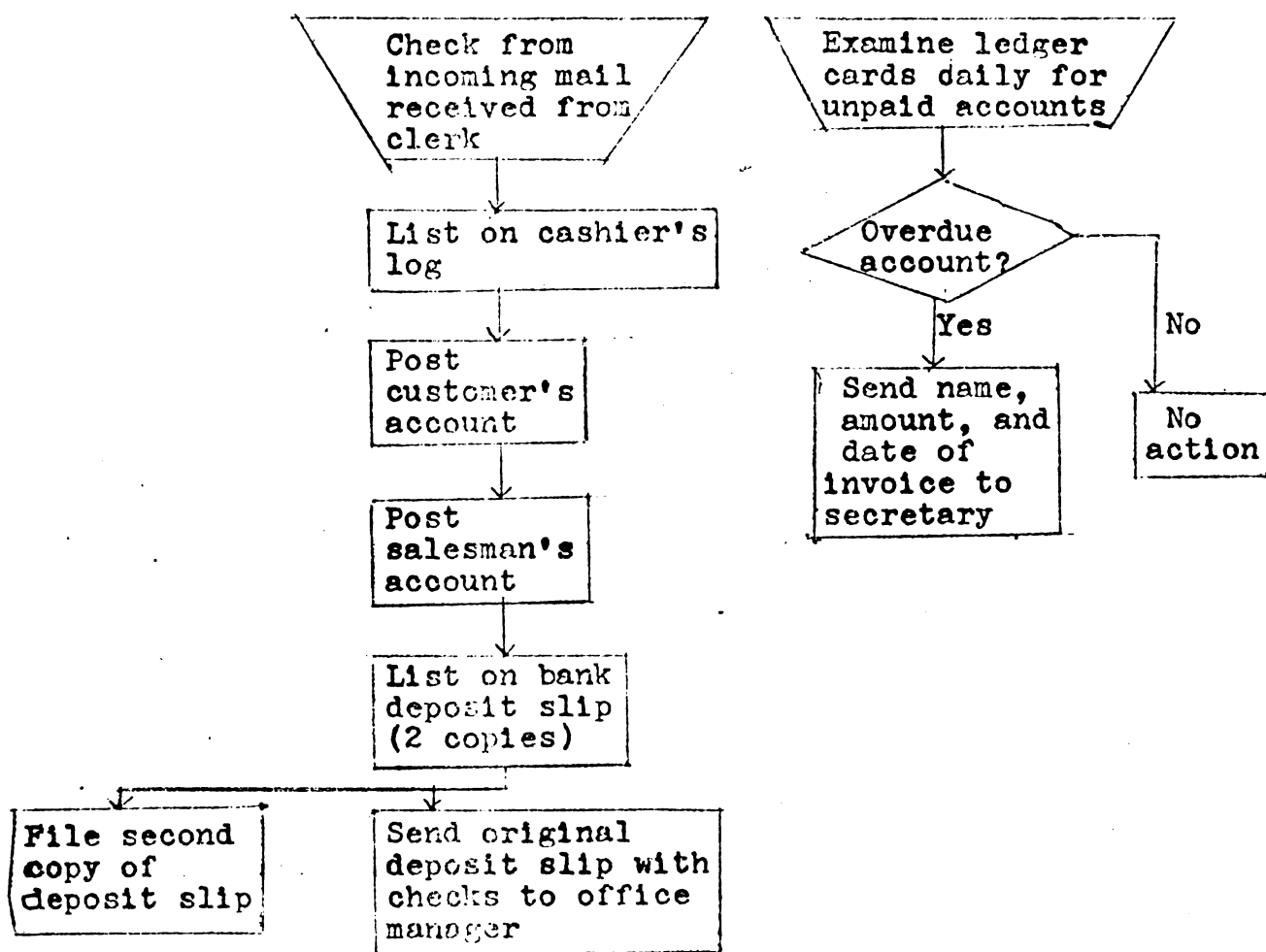
Bookkeeper - The position of bookkeeper is responsible for the accuracy of the extension on the invoices, so the person in this position will check the figures obtained by the clerk. She posts receivables accounts and keeps the inventory record as well the record of salesmen's commissions. (Payables are not included in this model office. They are assumed to be posted and handled by the office manager/treasurer.) She fills out her own time card. Directions for procedures will follow the flow charts or "Office Procedures for Handling Incoming Orders."

Flow charts for this position are on the pages following this one.

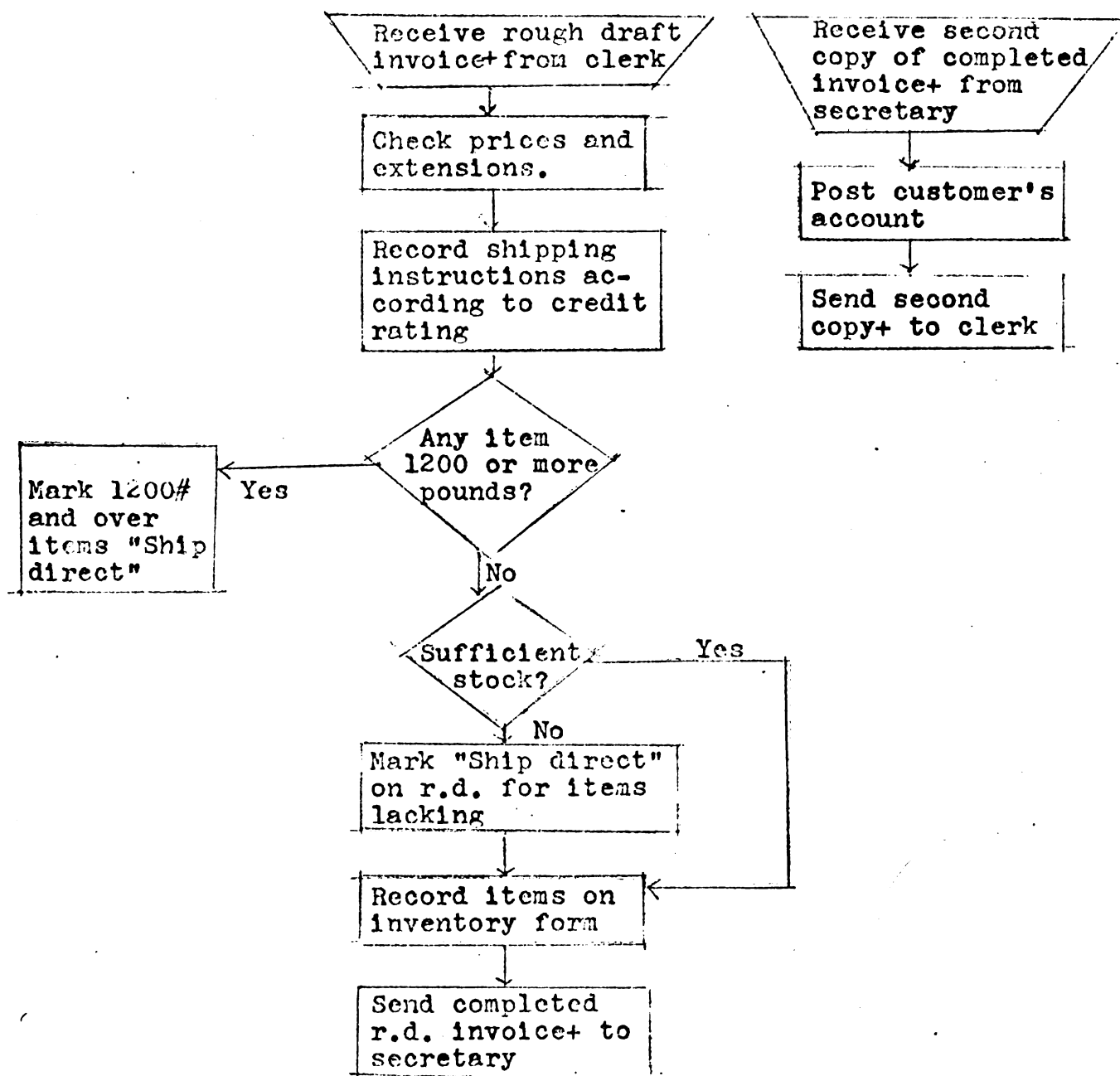
FLOW CHART - STOCK RECEIVED (Bookkeeper)



FLOW CHART - RECEIVABLES (Bookkeeper)



FLOW CHART - INCOMING ORDERS (Bookkeeper)



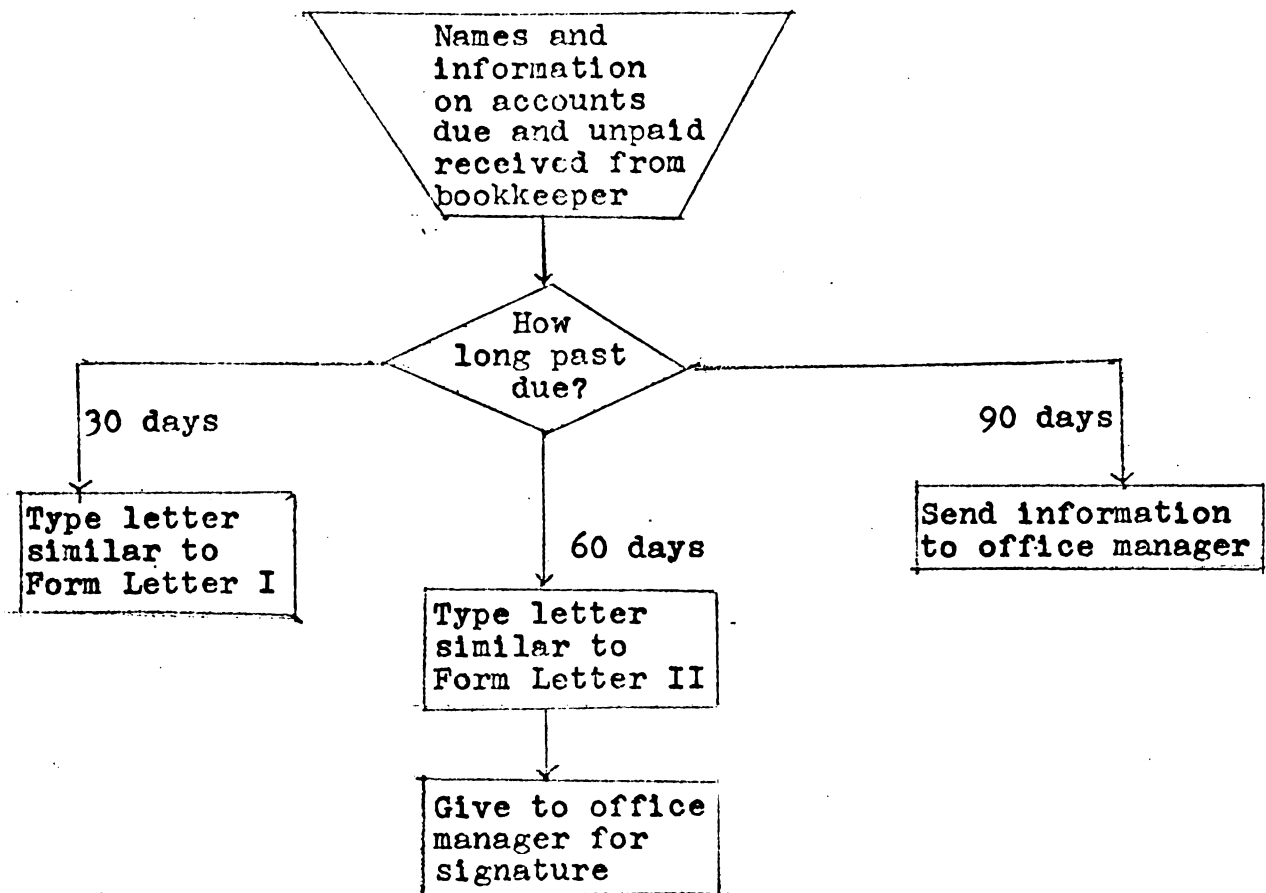
Key:

p.o. = purchase order
 r.d. = rough draft
 + = any other papers stapled
 with listed item

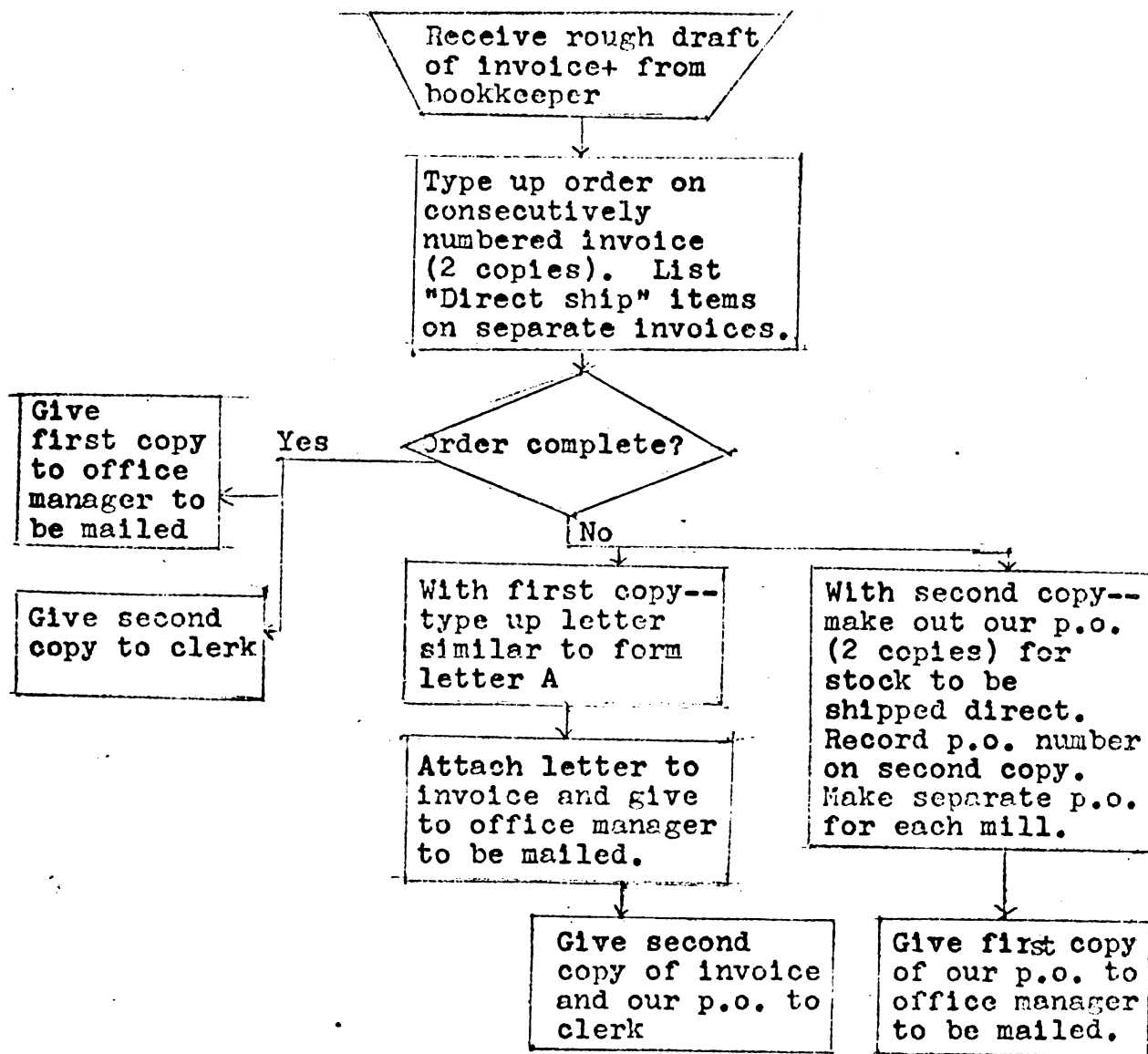
Secretary - The secretary carries responsibility for typing of letters or other material for the office manager and for the president of the company and may do some typing for other parts of the office. She types up the invoices and handles credit letters. Travel arrangements are made through this position. Details involved with sales meetings and other secretarial duties are done by the person in this position. She makes out her own time card. Flow charts will guide her for some of the procedures.

Flow charts for handling of collection action on receivables and for handling of incoming orders by the secretary are on the pages following this one.

FLOW CHART - RECEIVABLES (Secretary)



FLOW CHART - INCOMING ORDERS (Secretary)



Key:

p.o. = purchase order

r.d. = rough draft

+ = any other papers stapled
with listed item

General Policies

Office Spirit - Your work with this company is intended to be a pleasant and rewarding experience. Employees should show a spirit of cooperation with one another. The daily flow of orders and payments is of first importance. When there is need, employees should help one another.

Personal Appearance - Different offices establish different standards for their own workers, often depending upon the type of business or the neighborhood in which they are located. Dress code can be determined by a staff meeting or by school rules. Neatness and cleanliness would, of course, be a part of any of these codes.

Absences - If an employee is absent, other employees should complete the essential work to be done by the empty position so that there is continuity in the flow of work. Orders should go out on the day they are received.

Time Cards - Each employee is responsible for making out his own time card and getting it to the clerk by Friday. Regular hours are 8:30 to 5:00 with a half hour for lunch. In the classroom a two-hour block will be considered one eight-hour day of work or one calendar day. Overtime is rare. The office manager will determine what will be counted as overtime.

Paychecks - Paychecks are issued on Tuesday for work done the preceding week.

Holidays - All holidays observed by the rest of the school will also be observed in the model office. Payment will be made for these days as though the employee had been at work.

POLICIES REGARDING TRANSACTIONS

Office Procedures for Handling Incoming OrdersClerk

1. Receive order. This could be in various forms:
 - a. Customer's purchase order (Make out rough draft invoice and attach to the p.o.)
 - b. Rough draft invoice from salesman
 - c. Telephoned order (Record order on rough draft invoice.)
2. Record credit rating on the rough draft invoice, referring to the customer list.
3. Record prices and make extensions.
4. Send rough draft invoice and any other papers to bookkeeper.

Bookkeeper

- 4x. Receive rough draft invoice (may also include customer's p.o. or other papers) from clerk.
5. Check prices and extension. Review company policy is necessary. Record shipping instructions as per shipping policy.
- 6a. If there is sufficient stock in inventory and if the order does not have any item as great as or greater than 1200 pounds, subtract the items from inventory.
- b. If any item cannot be filled from stock, mark "Ship Direct" on that item on the invoice. Do not ship a portion of any item. Show item in and out on inventory stock sheet, initialled S.D. (Shipped direct).
- c. If an item totals 1200 pounds or more, mark "Ship Direct" on that item on the invoice. Record it on the inventory stock sheet as though it had been received and sold (initial it S.D.) so we can keep an accounting of which items are selling best.
7. Send completed rough draft invoice (and related papers) to secretary.

Secretary

- 7x. Receive rough draft invoice (and related papers) from bookkeeper.
 - 8. Type up an invoice (two copies). Number invoices consecutively. List direct ship items on a separate invoice.
 - 9a. If the order is complete, give the first copy to the office manager to be mailed and the second copy to the bookkeeper.
 - b. If order is not complete and some items are to be shipped direct, type up a letter similar to Form Letter A, attach it to the first copy of the invoice and give it to the office manager to be mailed. (Form letters do not require a carbon copy.)
- With the second copy of the invoice, make out our purchase order (two copies) for the stock marked "Ship direct." Record purchase order number on invoice copy. Note: Make separate p.o. for each mill.
10. Give first copy to office manager to be mailed. Give second copy of invoice plus the purchase order to bookkeeper.

Bookkeeper

- 10x. Receive second copy of invoice and any other papers from secretary.
- 11. Post customer's account with the amount of the invoice.
- 12. Give second copy of invoice and any other papers to clerk.

Clerk

- 12x. Receive second copy of invoice and other papers (may be second copy of our p.o. to the mill, may be copy of a letter).
- 13a. If the order is complete (and there is not a copy of our p.o.), file invoice in customer's file.
- b. If our p.o. is attached, file invoice and p.o. by date and hold until invoice comes from mill.
- c. If a letter is attached, file in customer's file.

Shipping Policy

If credit rating is G or better, shipment is made with our regular policy of 2/10, net 30 (2 percent discount if invoice is paid within ten days, net amount due after that).

If credit ranks lower than G or if the customer has charges on his account which are 60 days past due, the invoice is to be sent marked for "Cash" terms. This means the transportation company will collect cash or a check before it releases the goods.

If any item weighs 1200 pounds or over, that item is to be shipped direct from the mill. That means that we will order it from the mill with directions to ship it to the customer. The mill will bill us for the material; we will collect from our customer.

Credit Policy

A ten percent discount is allowed for payment made within ten days from the date of the invoice. The entire amount is due after that. Thirty days after the date of the invoice it becomes past due. If it is not paid after 60 days from the date of the invoice, a collection letter (Form Letter I sample) is sent. This is intended as a polite but firm reminder. If the invoice is not paid after 90 days from the date of the invoice, a second letter with a little more insistence in its tone is sent to the customer. If payment is not received within the next 30 days (120 days from the date of the invoice), the office

manager will make a decision whether to turn the account over to a collection agency or to find out why the account is not paid and make some special arrangements.

If partial payment is made, letters are sent on the regular schedule, but the wording would be less harsh and acknowledgment would be made of whatever payment was made.

If there is any question about how to handle an overdue account, consult with the office manager.

Price Changes

When a notice of a price change is received, the clerk is responsible for changing that item on the master list with a notation of the effective date. She is also responsible for making up a memorandum with the change, putting it on ditto, and distributing it to the office staff and to the salesmen.

Pricing

All prices are listed on the basis of hundredweight. This means that a carton, which weighs 120 pounds, costs $6/5$ of the price quoted. The price quoted is for 100 pounds, which would be $5/5$ or 100 percent of 1.00 unit. The additional 20 pounds would be an additional $1/5$ or 20 percent or .2 of a unit. For example, a carton (which weighs 120 pounds for all the stock we carry) which is listed at \$40.00, costs \$48.00 for the carton ($40 \times 6/5 = 48$). If the order is by pounds, the dollar amount can be found by changing the pounds ordered to a decimal figure by moving the decimal point two places to the left, then using that decimal to multiply by the price. For example, if 200

pounds are ordered at \$40.00 per hundredweight, the cost if \$80.00 ($2.00 \times \$40.00 = \80.00). If 60 pounds were ordered the cost would be figured: $.60 \times \$40.00 = \24.00 or $.6 \times \$40.00 = \24.00 . The 60 pounds are 60/100 or .60 (which can be expressed .6) of the unit (cwt.) for which the price is quoted.

The formula for this is:

$$\frac{\text{pounds ordered}}{\text{unit weight}} \times \text{price per unit}$$

where unit weight is 100 pounds or hundredweight (cwt.).

The formula for figuring the price when the number of cartons is given is: number of cartons $\times$ 120/100 unit price. This can be simplified to:

$$\text{number of cartons} \times 6/5 \text{ unit price}$$

Salesmen's Credit for Sales

Credit is given to salesmen for all orders which come from their territory. In this model office, territories are the same as their home city. Orders coming in from Lansing or East Lansing are credited simply to "Office."

Mill Prices for Replacement of Inventory

For purposes of this model office, our cost of paper stock ordered from the mill is assumed to be 80 percent of the listed price on our price lists.

TECHNICAL DATA

Paper Stock Identification

Paper stock is identified by the weight per ream (500 sheets) of sheets 17 x 22 inches in size.

Size of stock, inches	Substance Weight, pounds	
	20	24
8½ x 11	5	6
17 x 22	20	24
22 x 34	40	48

Note that in the table a basis for 20-weight substance of 12 x 22-inch stock is 20 pounds. It also shows that when we talk about 20-pound paper, a pack of typing paper of that substance weight would weigh 5 pounds.

Note that in the colored folders from the paper mills, which are included with the model office, stock is listed in one place on the basis of 120. That means that stock of the type listed on that basis would weigh 120 pounds per 500 sheets cut 17 x 22 inches (or for 250 sheets cut twice that large, and proportionately for any other size).

Company Stock Paper

To simplify figuring in this classroom model office, it is assumed that this company handles only 17 x 22-inch size sheets. It keeps in inventory only 20-pound stock. Cartons of 20-pound substance weight contain 3000 sheets. That is the weight which this company handles.

TEACHER'S HANDBOOK

TEACHER'S HANDBOOK

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OPENING THE OFFICE

Hiring

An application blank is included which will give much pertinent information to help the teacher select students for each position who are prepared for that position and are interested in it. To interview or not to interview can be at the discretion of the teacher. The teacher may feel, however, that evaluation of previous class work will be sufficient for placing of students and that application and interviewing techniques might be better discussed at the end of the course nearer to the time that the student will be seeking employment.

Introductory Staff Meeting

An orientation "staff meeting" should be held to acquaint the students with the company and with their jobs. There should be practice in putting an invoice through its travels around the company. The difference between a purchase order and an invoice should be discussed. This company does not send statements; payment is to be made on the basis of the invoice.

Since all the positions are involved with the invoices and since the method of figuring prices must be done according to a formula which will be unfamiliar to the students, practice problems should be tried in this introductory period.

Generating Work

Certain tasks must be completed before opening the office. Some of these are concerned with ongoing records within the office already established and some are concerned with incoming work. Some of this work could be done by another typing class and some could be done by the students themselves with the understanding that these are pre-opening tasks.

The jobs which can be done by the office workers themselves as pre-opening tasks are: (1) heading up the stock sheets and entering supplies on hand, (2) filling out ledger cards with names and amounts outstanding. The necessary information is included in the "Office Opening Tasks" section. Samples of these are also included in that section. If the teacher prefers, these could be done by a related class rather than the potential office workers themselves.

The purchase orders and checks which are to be incoming mail each need to be filled in as they would appear in the mail. Samples of these are included in the "Office Opening Tasks" as well as the lists and information needed. The telephone messages can also be typed at this time, or they can be given orally by the teacher on the proper day. Additional daily work could be generated by students outside the model office by using the various lists and assuming the role of customer. Salesmen's orders appear as rough draft invoices.

The incoming mail (as typed by other students) should be given to the clerk by the teacher on consecutive days as indicated on the tasks, to be handled as shown on flow sheets.

Time Period Covered

The model office tasks cover a five working-day span. Since certain dates were used which needed relativity, May 10 is called the first day. Any date could be used, but the related dates would need changing. Students are not expected to complete all the supplementary tasks or long-term work.

Paper Stock and Orders

In this model office it is intended that all stock be only one substance weight and one size in order to simplify figuring prices. In the real wholesale paper firm, quotations could be given and orders taken for many more variations, with a much more expansive price and inventory schedule. The company after which this office is patterned also bids on business for colleges and governments, but this type of order has not been included in the model.

Shipping Department

In the real office, provisions for shipment would be provided by routing certain papers to the shipping department. Since this office does not provide a person in that position who could receive the papers, no routing was made.

Flexibility or Variation

Varied methods of assigning some of the tasks would make the work more stimulating. Daily work or supplementary work could be dispensed in various ways in addition to typed material or voice directions from the office manager.

If your telephone has an in-house connection, tasks could be given by telephone. Letters or direction could be put on a dictaphone or could be dictated. Other persons might call in with some of the tasks.

Equipment and Supplies

Forms as per the samples included

A real telephone hookup, telephone book (an in-house line is optional but would give opportunity for flexibility in presenting material)

File folders

File space

File cards

Zip code directory

Typewriters (it would be possible for the bookkeeper and clerk to share one)

Calculator

Bookkeeping machine (optional)

Staplers, paper clips, misc. supplies

Dictating machine (optional)

Secretarial handbook (optional but helpful)

Teacher's Aids

The following three pages contain: "Index of Forms," listing all the forms used and the approximate number needed to complete the work given in this model office; "Copying Services" filing key; "Printers" filing key, which will lighten the teacher's burden if these supplementary tasks in filing are completed.

Index of Forms - Quantities listed allow very little margin for error. Each employee should also have a copy of Employee's Handbook, price lists, list of salesmen, and list of customers.

Description	Form No.	Approximate No. Needed
Letterhead	F-1	12
Telephone message	F-2	15
Company purchase order	F-3	10
Blank purchase order	F-4	35
Credit memorandum	F-5	5
Company invoice	F-6	65
Register of invoices	F-7	2
Ledger account	F-8	40
Salesmen's record	F-9	7
Cashier's log	F-10	10
Company check	F-11	10
Blank check	F-12	32
Deposit slip	F-13	10
Stock sheet	F-14	55
Inter-office memorandum	F-15	20
Time card	F-16	15
Payroll	F-17	1
Calendar page (only May and June necessary, more are optional)	F-18	4
Price change memo (example only)	F-19	
Application blank	F-20	3
Evaluation tool	F-21	(see "Evaluation")
Form letters (examples only)		

Filing Key - COPYING SERVICES

- 12 1. A & E Multi-Service Corp.
- 11 2. Aladdin Printing Service
- 7 3. Aldinger Direct Mail Advertising, Inc.
- 3 4. Bretts Printing Service
- 6 5. Copy Quick
- 13 6. Copy Shoppe, The
- 2 7. Copygraph Services
- 5 8. Hasselbring Company, The
- 1 9. Insty-Prints
- 10 10. 1-2-3 Service Corp.
- 9 11. Rapid Printing Service
- 8 12. Student Book Store
- 4 13. Xerographic Copy Service

Filing Key - PRINTERS

17	1.	Art Color Printing Co.
33	2.	Art Press
40	3.	Automated Business Forms Corp.
6	4.	B & M Printing Co.
45	5.	Baffie Printing
48	6.	Bergen, Preston L., Inc.
15	7.	Blue, I. N., Printing Co., Inc.
27	8.	Boise Printing Co.
30	9.	Bradstreet, Walter R.
12	10.	Central Jersey Fine Arts
47	11.	Central Printing Co.
49	12.	Christie Press
8	13.	Cordes, E.
51	14.	Cranbury Press
41	15.	Dangell, W. J.
1	16.	Dunbar Printing Co.
23	17.	Dunbar Wedding Center
38	18.	Fairmail Service, Inc.
5	19.	Fidelity Printing Co.
25	20.	Franklin Park Press, Inc.
50	21.	Franklin Printing Co.
18	22.	G A S Printing, Inc.
34	23.	G & G Printing Co., Inc.
53	24.	Graphic Color Co.
46	25.	Heidingsfeld Printing Corp.
14	26.	Home News Publishing Co.
3	27.	Jamesburg Press
39	28.	Jennings, Kitchen, Grygo, Inc.
21	29.	Karkus Press
35	30.	La Roe Press, Inc.
28	31.	Lasky Co.
43	32.	Logan & Son
19	33.	Magretto Advertising & Printing Co.
36	34.	Mariano Press
2	35.	Mercury Printing Co.
42	36.	Middlesex Press
11	37.	National Printing Co.
31	38.	New Brunswick Letter Shop
22	39.	New Parker Photo Offset Printing Co.
29	40.	OK Printing Service
24	41.	Quality Rubber Stamp Service
52	42.	Raritan Printing Co., Inc.
4	43.	Remsen Printing Shop
13	44.	S & S Printing & Duplicating Service
16	45.	Silvano Press
44	46.	Spallucci & Son
37	47.	Spokesman Printing
9	48.	Standard Press
20	49.	Star Letter & Offset Service, Inc.
26	50.	Thatcher-Anderson Co.
7	51.	Top Notch Advertising Co.
10	52.	Uniman Printers
32	53.	Van Vechten Press, Inc.

ASSUMPTIONS ABOUT STUDENTS

A vocational objective on the part of the students who will use this curriculum device is assumed. The application blank will be of help in placing students according to their skills and to their objectives.

Clerk -

Typewriting I

Business Arithmetic
 Percentages
 Price extension
 Payroll

Duplicating Machine

Filing

Alphabetic
 Chronologic
 Geographic
 Numeric

Basic Business

Purchase orders
 Invoices
 Credit rating
 Flow charts
 Organizational charts
 Organizing time

Business Machines

Calculator
 Adding Machine

Bookkeeper -

Bookkeeping

Posting of T-accounts

Record-keeping

Business Machines

Calculator
 Adding Machine

Basic Business

Purchase orders
 Invoices
 Credit rating
 Flow Charts
 Organizational charts
 Organizing time

Bookkeeper

(cont.) - Filing
Alphabetic

Secretary - Typewriting II (one year)

Invoices Proofreader's marks
Itinerary Booklets
Speeches, programs
Form letters

Duplicating Machine

Basic Business

Purchase orders
Invoices
Flow charts
Organizational charts
Credit and collection
Organizing time

Secretarial Practice

Making arrangements for meetings
Making appointments
Scheduling itinerary

Adjustments for Varied Pre-Learnings

Some of the supplementary jobs could be administered with consideration for the skill of the students or for their need for extra practice in some skills. Typing for the routine work done by the clerk is minimal, but some of the supplementary jobs of lists to be alphabetized could require more typing skill; the bookkeeper rarely does any typing.

Acquaintance with some form of duplicating machine is expected for the clerk and secretary, whether or not the business forms used are done in the office or in the graphic arts department or elsewhere. If either the secretary or the clerk is familiar with a duplicating process, that person could teach the other.

If a bookkeeping machine is available, it could be utilized by the bookkeeper in the model office in this paper.

OBJECTIVES

The objectives of any model office center around acclimating students to a work environment.

General Objectives

A. Skill objectives

Gain experience and increase facility in use of previously learned skills and in combining skills

Apply skills to new situations

B. Vocational objectives

Learn relationships of positions in an office

Recognize the interdependence of job tasks in an office

Develop a businesslike attitude:

Arrive on time

Be neat

Feel responsibility for the completion of a task by oneself and others

Start efficiently ("dig in" immediately)

Learn to work under office pressures

Learn to organize time

Develop proofreading skill and accuracy

Judge by acceptability and mailability

Improve efficiency

Learn to keep busy constructively during slack periods

Gain concept of the telephone as a tool

Develop decision-making ability

C. Social objectives

- Learn to cooperate to get a task completed
- Learn to instruct others clearly and patiently
- Get information tactfully from outside sources
- Recognize value of time of others as well as one's own
- Gain experience in working with others
- Gain self-confidence in working with others
- Recognize opportunities for courtesy and consideration of others

D. Personal objectives

- Gain confidence in working with office procedures
- Gain self-confidence in outside contact through the telephone
- Improve self-identity through recognizing importance of one's own contribution to work flow and to group effort

E. Academic objectives

- Gain familiarity with business forms
- Increase understanding of flow charting
- Learn some terms involved with handling paper stock
- Gain a little knowledge about paper stock
- Develop ease in working with percentages in certain applied types of problems

Behavioral ObjectivesClerk -

Given various items to file alphabetically, numerically, chronologically, or geographically, student will demonstrate filing skill by filing accurately and being able to retrieve items when needed.

Given price list and customer order information student will indicate knowledge of pricing by recording the correct figures on purchase orders or invoices.

Given prices and order information, student will indicate knowledge of figuring prices used by the paper industry and of mathematical calculations by properly and accurately extending prices on rough draft invoices.

Given customer credit rating information, student will demonstrate use of credit rating information by recording this information on rough draft invoice.

Given authority to order forms as needed and responsibility for having supplies of forms available when needed, student will demonstrate responsibility by checking on supplies of forms and ordering sufficient numbers as needed.

Given various pieces of mail to distribute, student will show positive attitude toward her work by distributing the mail promptly and accurately and with a smile or a comment in a pleasant voice.

Bookkeeper -

Given invoice figures and payment figures, student will post ledger sheets neatly and accurately, indicating ability to transfer bookkeeping knowledge of working with T-account to a realistic situation.

Given figures from invoices and from payments, student will keep salesmen's accounts neatly and accurately, indicating recognition of dependence of others upon his accuracy.

Given figures from invoices and from stock orders, student will keep inventory records neatly and accurately, indicating knowledge of inventory control and of the alternate open to a company of shipping direct from the mill rather than carry huge inventories.

Given rough draft invoices, student will indicate proof reading skill and facility with figuring paper stock prices by checking these invoices and carrying responsibility for their accuracy in figuring.

Secretary -

Given rough draft invoices, student will type finished invoices neatly, completely, and accurately, indicating transfer of typewriting skill to a realistic problem as well as an understanding of business forms and familiarity with paper stock terms.

Given similar material over a week or more time period, student will demonstrate increase in typing skill and greater familiarity with this office by having fewer erasures, greater neatness or better arrangement, fewer

restarts, faster completion of forms and/or letters as time progresses, as indicated by improved marks on the evaluation tool.

Given tasks which require planning time schedule over an extended period of time, student will demonstrate decision-making by planning schedule so that jobs with a critical time element will be completed at the proper time, e.g. making a time schedule of work to be completed for upcoming sales meeting.

Given a list of overdue accounts and sample letter to follow, student will complete appropriate letter or take appropriate action, indicating understanding of basic credit policy and demonstrating decision-making.

All Employees -

Given necessary information and forms, student will indicate knowledge of business forms by filling in all possible or necessary blanks appropriately.

Receiving telephone calls, student will indicate good telephone usage, appreciation of value of time, and consideration of others by speaking pleasantly, recording information neatly, completely and accurately and by enunciating clearly. In addition, in initiating calls, student will indicate planning for the call by having all necessary information available and questions clearly in mind or on paper when possible.

Given a situation where information is best sought by telephone, student will show appreciation of the telephone as a business tool by getting the information from outside sources as appropriate.

Given various items which are to be written, student shows respect for others by writing legibly.

Given various materials, tasks and equipment, student demonstrates efficiency by arranging work area so items can be used with least effort.

Given specific daily, weekly, and intermittent jobs, student will indicate good organization of time by completing daily jobs daily, weekly jobs on the day prescribed, and other work as necessary.

Given a flow chart of a procedure, student will indicate understanding of flow charting by following procedure properly.

Given a business office setting and work material student will indicate a businesslike attitude by:

- arriving on time
- maintaining a neat appearance according to standards accepted by this particular office
- beginning work immediately upon arrival in the office
- adjusting organization of work on putting pressure on himself when there is special need to get a job done with a cooperative effort, e.g. a rush job or the absence of an employee

Given work which fills less than a work day, student will indicate willingness to keep constructively busy by working on supplementary tasks (available from office manager) if regular work is completed or

Given work which fills less than a work day, student will show initiative and attitude of cooperation by observing need for and carrying out unassigned tasks.

Given certain tasks which are to be worked on also by others in the office, student will indicate recognition of

the interdependence of jobs by organizing work so that his portion of the task is completed and passed along promptly.

Given information which might be best not transmitted, student will indicate tact by refraining from repeating the information, e.g. when getting quotations on sales meeting arrangements from selected meeting places, not mentioning the quotation from some other specific place; or not mentioning how long a superior might have been out of the office, when answering a telephone call for him.

Given directions either by dictaphone, by written message, by oral communication, or by telephone, student will demonstrate dependability, attentiveness, and ability to handle many types of communication by following directions as they are given.

EVALUATION

Mailability and usability are the main criteria for evaluating the paper work in this office. Precise techniques or processes are not stressed as they are in beginning classes, if the final product is satisfactory. Activities are also evaluated by the spirit in which they are performed.

An evaluation tool (Form F-21) is provided which can be attached to papers as they are passed along from person to person, each student acting as evaluator for the previous person in that procedure. Some procedures, like telephone calls, should be self-evaluated. A number of copies of the evaluating tool should be provided for each student.

The teacher may use these in various ways. One could be attached to every task; this would make a large number of papers but should give an accurate evaluation. A certain number each day, e.g. 10, could be completed by students on random tasks. Specific tasks or papers could be designated by the teacher for evaluation by the students.

Use of this evaluation tool will aid in spotting areas of learning weakness as well as aid in final evaluation. Comments by students at a staff meeting may also help in spotting problems.

Evaluation would depend upon the number of evaluation tools used and the points on each. Using ten evaluation tools, a score of 30 would indicate a passing level. A sample of the evaluation tool is on the following page.

EVALUATION TOOL

Item or Task
Evaluated Rough Draft Invoice

Executed by James McKeen Position Clk

Evaluator Joanne Fitterer Position Bookkeeper

Accuracy, Completeness	Neatness, Legibility	Cooperation, Courtesy	Initiative, (Decision- making)	Ready When Needed
☐	☐	☐	☐	☐

CODE:

- X = does not apply
- 4 = above average, exceptional
- 3 = good, acceptable for a high quality office
- 2 = fair, usable in an emergency
- 1 = poor, not acceptable for an average office, lacks some part
- 1 = indicates negative or very careless effort

If handled by more than one person, complete this step:

Item or Task
Evaluated _____

Executed by _____ Position _____

Evaluator _____ Position _____

☐	☐	☐	☐	☐
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If handled by a third person, complete this step:

Item or Task
Evaluated _____

Executed by _____ Position _____

Evaluator _____ Position _____

☐	☐	☐	☐	☐
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TASKS

The tasks are divided into two groups. The first group consists of pre-opening tasks. The second group will provide daily tasks, with work flowing through the office. The third group consists of intermittent tasks which are not meted out so precisely day by day. These could be interruptions or supplementary work as the teacher sees the need. Supplementary tasks are also suggested in the Employee's Handbook under "Office Activities."

Certain material must be completed before the office opens. As suggested in "Generating Work," these pre-opening tasks could be done by a typing class or could be done by the employees themselves, with the understanding that these are pre-opening jobs and not regular daily work. These are "Ledger Cards Already Active" and "Stock Sheet Records at Opening of Office."

The daily work and the supplementary work tasks should be prepared by a group other than the employees. They consist of invoices, purchase orders, checks, memoranda, telephone messages, and other directions which could be handled orally by the office manager. The daily work would represent incoming mail and would be given to the clerk on the appropriate days.

Pre-Opening Tasks

Date	<u>Ledger Cards Already Active</u>	Amount	Inv. No.
4/20	Douglas Printing Co.	\$ 25.00	30
4/15	David Davis	\$ 50.00	32
4/13	Medlar Press	\$ 120.00	27
4/20	Priesman Printers	\$ 85.00	16
4/21	Jones Printing & Litho- graphing Co.	\$ 325.00	18
4/22	Hugo Benson Printing, Inc.	\$ 97.50	28
4/20	Colonial Press, Inc.	\$ 87.00	15
4/24	Gate City Press	\$ 885.00	8
4/21	Paragon Printing, Inc.	\$ 385.00	10
4/30	" " "	\$ 95.00	19
4/25	Blair House of Printing	\$ 45.00	11
3/15	Commercial Lithographing Co.	\$ 95.00	7
4/20	Tilford Printing & Card Shop	\$ 60.00	3
3/16	Zimmer Printing Co.	\$ 25.00	14
4/28	Ralph Printing & Lithograph- ing, Inc.	\$ 340.00	9
4/25	Varsity Press	\$ 60.00	1
3/13	Zenith Office Services	\$ 24.00	12
2/15	Duplicating Services	\$ 60.00	25
4/25	Miller Printing Co.	\$ 96.00	17
5/4	Top Advertising Co.	\$ 840.00	31
5/5	Record Printing Co.	\$ 280.00	2
4/12	Oh-K Printing & Duplicating	\$ 384.00	26
2/15	Inland Press, Inc.	\$ 608.00	4
3/16	Industrial Label Corp.	\$1788.00	22
5/10	Quality Printing Co.	\$ 874.00	20

Stock Sheet Records at Opening of Office by Paper Mills

<u>Type</u>	<u>Full Ctns.#</u>	<u>Broken Ctns.#</u>
<u>Kimberley-Clarkson</u>		
Andorra White	900	60
" Grey	360	20
Tex-O-Set White	1200	80
" Blue	240	90
" Green	600	-
" Lemon	720	40
Victorian White	1800	30
" Peach	1080	45
Velopaque Text White	240	20
Zodiac White	2400	30
" Gemini Violet	480	45
" Aries Red	840	30
" Taurus Orange	360	30
" Leo Yellow	240	30
" Virgo Olive	1080	45
" Scorpio Brown	360	15
Classic Laid White	2400	60
" " Lt. Blue	360	-
" " Lt. Yellow	600	30
" " Dk. Blue	360	45
" " Yellow	360	45

Cascade Paper Company

Mountie Antique White	120	
" " India	120	30
" " Yellow	240	-
Howard Offset Cover White Wove	1440	20
" " " " Felt	120	30
" " " Yellow Wove	360	60
" " " Lt. Blue Felt	120	60
Tuscan Antique Finish White	480	30
" " " Dk. Blue	240	60
" " " Black	120	45
" " " Scarlet	360	30
" " " Lt. Blue	120	60

Yosemite Paper Company

Cameo Dull Book	1200	40
" " Cover	480	40
" Gloss Book	1080	30
" " Cover	480	30
" Saxony	480	-
Casco Enamel Gloss Book	1200	30
" " Dull Book	240	30
" " Gloss Cover	120	30
" " Dull Cover	360	60
Cumberland Dull Book	1920	60

Yosemite Paper Company (cont.)

Cumberland Dull Cover	720	30
" Gloss Book	840	-
" " Cover	840	30
Fontana Suede	1160	90
Lustro Offset Enamel Dull Book	120	-
" " " " Cover	-	60
" " " Gloss Book	360	30
" " " " Cover	120	90
" " " Saxony	1560	30
Overprint Label C-1-S Offset	720	30
Prentice Gloss	120	60
" Suede	480	30
Shorewood Gloss	240	30
Trufect Enamel Letterpress	-	60
Woodbine Duplex Enamel	1920	90

Daily TasksDay One - checks from:

David Davis, 721 N. 58th St., Mackinaw City, MI
MI 49701 \$50.00 Invoice no. 32

Medlar Press, 1437 S. 13th St., Livonia, MI 48151
\$120.00 Invoice no. 27

Priesman Printers, 418 S. 15th St., Jackson, MI
49201 \$35.00 Invoice no. 16

Jones Printing & Lithographing Co., 1817 Vinton St.
Owosso, MI 48867 \$325.00 Invoice no. 18

Hugo Benson Printing, Inc., 6571 Maple, Seneca, MI
49280 \$97.50 Invoice no. 28

Colonial Press, Inc., 813 Jones St., Livonia, MI
48151 \$87.00 Invoice no. 15

Gate City Press, 416 S. 14th St., Mt. Pleasant, MI
48858 \$335.00 Invoice no. 8

Paragon Printing Inc., 4226 Florence Blvd., Livonia,
MI 48151 \$335.00 Invoice no. 10

Day One - purchase orders from:

No. 37 Citizen Printing Co., 2308 N St., Seneca
MI

100 pounds White Tex-O-Set
60 pounds Cool Blue Tex-O-Set

No. 198 Beacon Press, 1210 Howard, Niles MI
300 lb. Howard Offset Cover, Yellow--Wove
80 lb. Howard Offset Cover, White--Wove

No. 776 Copycat Duplicating Service, 415 S. 12th
St., Mt. Pleasant, MI 48853
3 cartons White Andorra
2 cartons Grey Andorra

No. 385 Bonnie Sales Company, 3515 Walnut, Livonia,
MI 48151
6 cartons White Tex-O-Set
3 cartons Green Tex-O-Set
18 cartons White Classic Laid

No. 179 Moran Printing Co., 1514 Cass St., Muskegon,
MI 49943
200 lb. White Zodiac
60 lb. Gemini Violet Zodiac

No. 3378 Medlar Press, 1437 S. 13th St., Livonia,
 MI 48151
 4 cartons Victorian White

No. 77867 Douglas Printing Co., 111 N. 18th St.,
 Livonia, MI 48151
 8 cartons Zodiac White
 1 carton Aries Red
 1 carton Taurus Orange
 1 carton Leo Yellow

Day Two - checks from:

Blair House of Printing, 1734 S. 13th St., Owosso,
 MI 48867 \$45.00 Invoice no. 11

Commercial Lithographing Co., 1203 Pacific St., Niles,
 MI 49120 \$95.00 Invoice no. 7

Tilford Printing & Card Shop, 108 S. Main St.,
 Lansing, MI \$60.00 Invoice no. 3

Zimmer Printing Co., 1220 S. Logan, Lansing, MI
 48934 \$25.00 Invoice no. 14

Ralph Printing & Lithographing, Inc., 1933 St.
 Marys Ave., Livonia, MI 48151 \$340.00
 Invoice no. 9

Varsity Press, 1902 California, Jackson, MI 49201
 \$60.00 Invoice no. 1

Zenith Office Services, 1517 Harney, Muskegon, MI
 49943 \$24.00 Invoice no. 12

Day Two - salesmen send in purchase orders:

From salesman Rice:

A-1 Printing Co.

4 cartons White Classic Laid
 2 cartons White Victorian

Inland Press, Inc.

6 cartons Cumberland Gloss, Book
 8 cartons Cameo Gloss, Book
 2 cartons Cameo Gloss, Cover

Colvin-Mullin Printing Co.

600 lb. Lustro Offset Enamel Saxony

Standard Printing Co.

50 pounds Tuscan Antique Finish Lt. Blue
 20 pounds Howard Offset Cover, Lt. Blue--Felt

From salesman Johan:

Barnhart Press, 2566 Farnam, Mackinaw City, MI
49701

3 cartons Cameo Dull Book
2 cartons Cumberland Dull Book
1 carton Cameo Dull Cover

Western Printing Co., 215 N. 12th St., Mackinaw
City, MI 49701

4 cartons Woodbine Duplex Enamel
2 cartons Prentice Suede

From salesman Parker:

Harris & Sons, 4402 N. 22nd St., Niles, MI 49120

300 pounds Tuscan Antique Finish White
120 pounds Tuscan Antique Finish Dk. Blue

Ritchey Press, Inc., 3020 Leavenworth, Niles, MI
49120

60 pounds Mountie Antique, white
120 pounds Mountie Antique, yellow

Day Three - checks received from:

Bonnie Sales Co., 3515 Walnut, Livonia, MI 48151
\$1112.00 Invoice no.

Copycat Duplicating Service, 415 S. 12th St., Mt.
Pleasant, MI 48858 \$244.00 Invoice no.

Douglas Printing Co., 111 N. 18th St., Livonia, MI
48151 \$25.00 Invoice No. 30

Duplicating Services, 200 Kew Plaza, Seneca, MI
49280 \$60.00 Invoice no. 25

Miller Printing Co., 1314 William St., Owosso, MI
48867 \$96.00 Invoice no. 17

Top Advertising Co., 4110 Commercial Ave., Mt.
Pleasant, MI 48858 \$840.00 Invoice no. 31

Day Three - orders received from:

P.O. No. 713 Industrial Label Corp., 715 S. 12th
St., Livonia, MI 48151
6 cartons Casco Dull Book
12 cartons Casco Enamel Gloss Book

P.O. 9876 M-S-M Printing Co., 1904 Cuming St.,
 Jackson, MI 49201
 800 pounds Fontana Suede
 1200 pounds Cumberland Dull Book

P.O. 7342 Dependable Printing, 4609 Dodge St.,
 Owosso, MI 48867
 16 cartons Woodbine Duplex Enamel
 4 cartons Lustro Offset Enamel, Saxony

From salesman Parker:

Duplicating Services, 200 Kew Plaza, Seneca, MI
 49280
 600 pounds Zodiac Virgo Olive
 30 pounds Zodiac Arics Red

Paper Trousseau
 60 pounds Zodiac White
 30 pounds Leo Yellow Zodiac
 30 pounds Taurus Orange Zodiac

From salesman Friedmann:

Ralph Printing & Lithographing, Inc., 933 St.
 Marys Ave., Livonia, MI 48151
 180 pounds Tex-O-Set White
 300 pounds Tex-O-Set Lemon

Day Three - telephone message

Rapid Printers called. They need 2 cartons of
 Andorra White in a big rush. They will have a
 messenger pick it up in the next half hour.

Day Four - checks received:

Inland Press, Inc., 4012 S. 24th St., Muskegon, MI
 49943 \$478.00 Invoice no.

Top Advertising Co., 4110 Commercial Ave., Mt.
 Pleasant, MI 48858 \$840.00 Invoice no. 29

Record Printing Co., 503 S. 19th St., Miles, MI
 49120 \$280.00 Invoice No. 2

Oh-K Printing & Duplicating, 111 N. 40th St.,
 Mackinaw City, MI 49701 \$384.00 Invoice no. 26

Day Four - orders received from:

P.O. 3333 Maplevlew Press, 8104 Maple St., Niles,
MI 49120
24 cartons Howard Offset Cover, White Wove

P.O. 43879 Corey-McKenzie Co., 1203 Farnam,
Muskegon, MI 49943
90 pounds Mountie Antique White
120 pounds Tuscan Antique Finish Black

P.O., Redfield & Company, 1901 Howard, Lansing, MI
48932 P.O. 437
480 pounds Cumberland Dull Cover
120 pounds Cumberland Dull Book

P.O. 4443 Haas Printers, 518 S. 27th St., Muskegon,
MI 49943
8 cartons Fontana Suede
2 cartons Lustro Offset Enamel Gloss Book

Salesman Ordman sends in the following orders:

Priesman Printers, 418 S. 15th St., Jackson, MI
49201
1200 pounds Classic Laid White
120 pounds Classic Laid Light Blue
120 pounds Classic Laid Light Yellow
120 pounds Classic Laid Dark Yellow
60 pounds Classic Laid Dark Blue

Epsen Lithographing Co., 2002 California St., Jackson,
MI 49201
3 cartons Victorian White
6 cartons Victorian Peach

Day Four - office manager ordered inventory, on our
purchase order form:

8 cartons Howard Offset Cover White Wove
4 cartons Tuscan Antique Finish White
2 cartons Tuscan Antique Finish Dark Blue

Day Four - check received from bank, marked "Insufficient
Funds," from:

Western Printing Company, 215 N. 12th Mackinaw City,
MI 49701 \$98.00
(Mark INSUFFICIENT FUNDS across the check)

Day Four - telephone messages

Standard Printing Company was shipped the wrong color paper and is returning it. They should be issued a credit memorandum for the amount of the purchase.

Salesman Parker has asked for an extension of time of 15 days on a payment due from Williams-Bredin Printing Company, due May 15 for \$95.00.

Day Five - checks received from:

Paper Trousseau, 2035 Harney St., Seneca, MI
49280 \$130.00 Invoice no. 17

Inland Press, Ind., 4012 S. 24th St., Muskegon, MI
49943 \$608.00 Invoice no. 31

Industrial Label Corp., 715 S. 12th St., Livonia, MI
48151 \$1788.00 Invoice no. 22

Paragon Printing Inc., 4226 Florence Blve., Livonia, MI
48151 \$95.00 Invoice no. 19

Uarco Business Forms, 4844 Hamilton, Owosso, MI
48867 \$364.00 Invoice no. 24

Quality Printing Co., 4735 S. 24th St., Owosso, MI
48867 \$874.00 Invoice no. 20

Day Five - orders received from:

P.O. 482 Douglas Printing Co., 111 N. 18th St.,
Livonia, MI 48151
30 lb. Tuscan Antique Finish, white
15 lb. Tuscan Antique Finish, scarlet
15 lb. Tuscan Antique Finish, dark blue
10 lb. Tuscan Antique Finish, light blue

P.O. 5551 Blair House of Printing, 1734 S. 13th St.,
Owosso, MI 48867
15 lb. Lustr Offset Enamel Saxony
15 lb. Prentice Gloss

Salesman Thomas sends in the following orders:

Acme Printing Co., 1260 S. 16th St., Mt. Pleasant, MI
48858
45 lb. Cumberland Gloss, Book
20 lb. Cumberland Gloss, Cover

Copycat Duplicating Service, 415 S. 12th St., Mt.
Pleasant, MI 48853
20 lb. Shorewood Gloss
15 lb. Cameo Gloss Book
10 lb. Cameo Dull Cover

Salesman Grossman sent in the following orders:

Anderson Printing Co., 1216 Harney, Owosso, MI
48867
75 lb. Tuscan Antique Finish, white
90 lb. Mountic Antique, white

Blair House of Printing, 1734 S. 13th St., Owosso,
MI 48867
160 lb. Zodiac Virgo Olive
180 lb. Zodiac Scorpio Brown
300 lb. Zodiac White

Intermittent TasksMemorandum - from Company President

I need the name and telephone number of a paper company in Neenah, Wisconsin, any paper company in that city. Get a name and number from the long distance operator.

Memorandum - from Company President

On August 17-23 I am planning to attend a convention on paper processors in Milwaukee. I am to chair an afternoon meeting on August 17 and also am going to give a speech on August 18 on morality in advertising. Please type up this rough draft of the speech. I need only one copy. [The rough draft material is included in this section and should be attached to the memo.]

Memorandum - from Salesman Thomas to Secretary

Mr. (the company president) said he would see Mr. Leonard Hell from my district on Friday, May 12. An appointment was supposed to be made for 3:30. Will you check to see if this is on his calendar?

Telephone message - to Secretary

Mr. Gerald Johnston will be in town Tuesday and Wednesday and wants an appointment. He handles paper cutting equipment. (Should he be given an appointment? If so, with whom? Put this on the calendar if it should be there.)

Task

Mr. Jay Mason calls when your boss has a caller. What do you tell him? Write a memo telling what you would say or do.

Task - for Secretary

John Richardson is coming in at 10:00 on May 11 at Capital City Airport. Type a memo to your boss to remind him to pick up John at the airport. (You know that this is a person your boss plans to meet-- a personal friend or special client.)

Task - for Secretary

Bids for the State Department of Vocational Rehabilitation are due on May 15. The office manager wants a reminder three working days before then. Type a memo.

Memorandum - from Company President

Please get me the names and addresses of seven book publishers. You can probably find these in various books or in the library. Type a list and get the zip codes for these publishers if they are not included.

Memorandum - from Company President

I need to get a gift for my 15-year-old daughter for her birthday next week. Would you type up a few suggestions?

Memorandum - to Secretary from Office Manager

I want to go to St. Paul, Minnesota, on Monday, June 12. Will you check on flights available?

Memorandum

A two-day sales convention for our company is being planned for July 5-7. Check on motel accommodations in town for six salesmen, four with wives.

For the sales convention a meeting place at one of the motels is necessary. Get estimates for the cost of an evening dinner with families for a meeting (private room). We also need facilities for a daytime meeting with lunch--from 9:00 to 3:00 o'clock--with morning coffee (16 people). Check if a blackboard or display board is available for the morning meeting. Check on what the menu could include. Are there facilities for a meeting without lunch? About 25 people will be attending the evening dinner.

You should have three to five estimates in order to compare prices fairly, as well as to judge menu where the dinner is concerned. They do want a good dinner. Check if drinks can be served in the same room as the dinner.

Memorandum - from Office Manager

I am making a trip to St. Paul to contact some clients, leaving Monday, June 12. Please type up a tentative travel and appointment schedule for me. [The handwritten rough draft should be attached to this memorandum.]

Memorandum - to Secretary

Please type up an agenda for the sales meeting, including these items. Space it out a little so there is a little room for note-taking if anyone wants to jot something down. The meeting starts at 9:00 on July 5. Include the following items:

- Introduction - Company president
- Introduction of all salesman with brief personal sketch from each one
- Sales reports - Office manager
- Comments on product lines - all salesmen
- Discussion on special problems, frustrations, suggestions
- Presentation of new product line - Kimberly-Clarkson representative

Memorandum - to Secretary

Please type up an attractive double-fold booklet for the sales banquet, 6:30 p.m., July 6. with the menu which was offered by the motel which you called. The program for the evening will be:

- Introduction
- Introduction of all salesmen and their wives (list them in the booklet, also the names of the company officers.)
- Report on company standings
- Presentation of awards

Memorandum - to Secretary

Write a letter making reservations at the Park Hotel in St. Paul, Minnesota (Fourth Street at Washington) for Monday night for the trip in the itinerary. When you check on the flight to St. Paul, see if I can make a 10:00 o'clock appointment on Monday. If not, check on a Sunday flight and make the reservation for Sunday and Monday nights.

Memorandum -- to Clerk

Yosemite Paper Company has increased the price of Fontana Suede in cartons to \$56.00 for broken package, and \$37.00, \$22.00 and \$30.00 for 1 carton or 60#, 4 cartons or 240#, and 16 cartons or 960#, respectively. Please send this notice to our salesmen and clip a notice to the price list to the effect that this change is effective on June 1. Make the change on the price list at that time.

Memorandum - to Secretary from Office Manager

Please send the following letter to Mr. H. A. Hilbert, Cascade Paper Company, 113 W. 13th St., St. Paul, Minnesota 55116: Dear Mr. Hilbert: The new process for treating paper to resist the effect of humidity about which you wrote in the Packaging Journal sounds very intriguing. I should like to discuss it with you further. I shall be in Milwaukee on Monday, July 11. Would it be possible to see you that morning? Very truly yours,

Send a similar letter to Mr. John Garson, Marion Paper Company, 7436 Well Street, St. Paul, Minnesota 55116, but refer to the process for resistance to staining, and ask for an appointment in the afternoon.

Memorandum - from Office Manager

Please send a notice to all salesmen about the sales convention. It can go out as a memorandum. The subject will be: Sales Convention.

A sales convention will be held on July 5-7 in Lansing.

Your reports have been coming in with strong sales records in most lines. We shall discuss these at the meeting and work out any problems you may have.

Kimberly-Clarkson is introducing a new line of colors. A representative from that company will be present to tell us about it.

Your wives are invited.

Further details will be sent to you later.

Memorandum

Please alphabetize the list of copying services in Lansing and East Lansing, find the zip codes for each and type up a list. [The list is included in this section and should be attached to the memo.]

Memorandum

Please alphabetize the list of printers. List their numbers as they appear alphabetically. In other words, number 1. on your list will have the number 17 behind it. [The list is included in this section and should be attached to this memo.]

Tentative Itinerary
Monday, June 12

Lv. Lansing

Arr. St. Paul

Appointment with 10:00?
H. A. Hilbert
Cascade Paper Co.
113 W. 13th St.

Appointment with 2:00?
Mr. John Larson
Marion Paper Co.
7436 Well St.

Dinner meeting 7:00

Minnesota Paper Mfg. Assn.

Midnight Room

Park Hotel.

4th & Washington

Lv. St. Paul

Arr. Lansing

Rough draft

Morality in Advertising
~~ART AND ADVERTISING~~
A Public Imperative

The Clearwater River, fifty miles upstream from Potlatch—
a particular
 Forests Incorporated pulp and paper mill, is, as Newsweek

put it, a "scene of breathtaking natural beauty." The
owners of the mill
 Potlatch people apparently agreed; they photographed it,

added the caption It cost us a bundle, but the Clear-

water River still runs clear, and ran an ad. But (at the

plant site ~~and~~ downstream from the picture location, &

the mill
 Potlatch pumps fresh water in from the stream and

pumps out forty tons of suspended organic wastes.

the mill
 Simultaneously, Potlatch exudes some 2.5 million tons
 of sulfur gasses and 1.8 million tons of particulates

into the air. The implication that the river, as

the paper company
 shown in the ad, was the creation of Potlatch is

refuted
 belied by the subsequent photos, never shown in the

ads, taken of the situation at the plant and below it.

Says Newsweek: "When an enterprising local college newspaper editor pointed out the discrepancy between ad copy and reality, the company responded by cancelling all corporate advertising." Other such incidents and the growing concern throughout the country with questions relating to the social responsibility of corporations *are to take* all point to the need for a new view of the morality of advertising.

are we considering when we use the phrase
 What ~~do we mean by~~ morals in advertising, and how can we approach the question? Is all advertising and are all parts of ~~a~~ *any* given ad to be subject to the same rules and standards of morality? There is a need for discussion and assessment of the moral state of advertising now, as well as the *establishment* of guidelines and rules for the future.

Theodore Levitt, in his article "The morality (?) of advertising," has performed a valuable service in

raising the discussion of the role of advertising in our

s.c.
 society to a new level of abstraction. *His* The article
serve as a basis
 provides ~~a framework~~ for considering the question of

advertising morals in particular, and business morality
in general
~~generally~~. Despite his thoughtful consideration and the

development of a rationale for a conception of adver-

tising morality, the argument in its totality ~~is likely~~

to lead down some blind, and even unprofitable, alleys.

conceives
 Levitt visualizes the roles of advertising and packaging

as being much the same as those of art and poetry, in

that they all help create the ~~symbolic~~ and anticipated

world rather than simply reflect reality. "I shall argue

that ~~embellishment~~ *etc.* and distortion are among advertising's

legitimate and socially desirable purposes, and that

illegitimacy in advertising consists only of falsification

with larcenous intent," Levitt says. He believes the

common purpose of art and advertising is to "persuade."

minimal

Levitt's distinction is a ~~nominal~~ one: "Commerce, it can be said without apology, takes essentially the same liberties with reality and literality as the artist, except that commerce calls its creations advertising, or industrial design, or packaging. As with art, the purpose is to influence the audience by creating illusions, symbols, and implications that promise more than pure functionality."

This argument presents serious problems. Although one can generalize similarities by using the word *persuade* ~~disuade~~ *formulation* it seems to me that such a use evades and justifies rather than clarifies the issues. There ~~comes~~ *is* a sharp distinction between what the artist and the company are being persuasive about.

function

The key difference in ~~activity~~ *exchange positions* between art and advertising cannot be disregarded lightly. It results in the development of a ~~changed~~ *different* set of standards and criteria by which we judge the merit of a *a* painting or

a poem on the one hand, and a package or ^{an} advertisement
on the other ^{are to} hand. If we ^{are to} talk of advertising morality,
^{must} we take this into account.

COPYING SERVICES

1. Insty-Prints, 1456 E. Michigan, Lansing
2. Copygraph Services, 208 M.A.C., E. Lansing
3. Bretts Printing Service, 2435 Fundle, Lansing
4. Xerographic Copy Service, 201 E. Grand River, Lansing
5. Hasselbring Company, The, 809 Center, Lansing
6. Copy Quick, 2316 E. Michigan, Lansing
7. Aldinger Direct Mail Advertising, Inc., 533 N. Clippert,
Lansing
8. Student Book Store, 421 E. Grand River, E. Lansing
9. Rapid Printing Service, 2600 E. Kalamazoo, Lansing
10. 1-2-3 Service Corp., 1316 Jerome, Lansing
11. Aladdin Printing Service, 2913 Leon, Lansing
12. A & E Multi-Service Corp., 3612 N. East St., Lansing
13. The Copy Shoppe, 341 E. Grand River, E. Lansing

PRINTERS

1. Dunbar Printing Co.
2. Mercury Printing Co.
3. Jamesburg Press
4. Remsen Printing Shop
5. Fidelity Printing Co.
6. B & M Printing Co.
7. Top Notch Advertising Co.
8. Cordes, E.
9. Standard Press
10. Uniman Printers
11. National Printing Co.
12. Central Jersey Fine Arts
13. S & S Printing & Duplicating Service
14. Home News Publishing Co.
15. Blue, I. N., Printing Co., Inc.
16. Silvano Press
17. Art Color Printing Co.
18. G A S Printing, Inc.
19. Magretto Advertising & Printing Co.
20. Star Letter & Offset Service, Inc.
21. Karkus Press
22. New Parker Photo Offset Printing Co.
23. Dunbar Wedding Center
24. Quality Rubber Stamp Service
25. Franklin Park Press, Inc.
26. Thatcher-Anderson Co.
27. Boise Printing Co.
28. Lasky Co.
29. OK Printing Service
30. Bradstreet, Walter R.
31. New Brunswick Letter Shop
32. Van Vechten Press Inc.
33. Art Press
34. G & G Printing Co., Inc.
35. La Roe Press, Inc.
36. Mariano Press
37. Spokesman Printing
38. Fairmail Service, Inc.
39. Jennings, Kitchen, Grygo, Inc.
40. Automated Business Forms Corp.
41. Dangell, W. J.
42. Middlesex Press
43. Logan & Son
44. Spallucci & Son
45. Eaffie Printing Co.
46. Heidingsfeld Printing Corp.
47. Central Printing Co.
48. Bergen, Preston L., Inc.
49. Christie Press
50. Franklin Printing Co.
51. Cranbury Press
52. Moritan Printing Co., Inc.
53. Graphic Color Co.

LIBRARY

~~XXXXXXXXXX~~

LISTS AND FORMS

LISTS AND FORMS

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FORMS

CUSTOMERS AND POTENTIAL CUSTOMERS

	Credit	Rating*
A-1 Printing Service.....	D+	2
1111 Farnam, Muskegon, MI 49943		
Acme Printing Co.....	G	3½
1260 S. 16th, Mt. Pleasant, MI 48858		
Ainsworth Printing Co.....	C	1½
Main Floor, Masonic Temple, Livonia, MI 48151		
American Printing Co.....	D	3
1326 Military, Niles, MI 49120		
Anderson Printing Co.....	E	2½
1216 Harney, Owosso, MI 48867		
Arrow Printing Co.....	D	1½
2543 N. 16th, Mt. Pleasant, MI 48858		
Automatic Printing Co.....	B+	3
1713 Cuming St., Seneca, MI 49280		
Barnhart Press.....	D	2
2566 Farnam, Mackinaw City, MI 49701		
Battaglia Printing Co.....	D	1½
1227 S. 13th, Jackson, MI 49201		
Beacon Press.....	E	3
1210 Howard, Niles, MI 49120		
Becker Press.....	B	2
2217 Franklin Blvd., Mt. Pleasant, MI 48858		
Benson, Hugo, Printing Inc.....	C	1½
6571 Maple, Seneca, MI 49280		
Blacker Printing & Publishing Co.....	H	3½
4808 S. 25th, Owosso, MI 48867		
Blair House of Printing.....	E	2½
1734 S. 13th, Owosso, MI 48867		
Bonnie Sales Co.....	G	2½
3115 Walnut, Livonia, MI 48151		
Bradley Art Printing Co.....	C	1½
1011 N. 16th, Mackinaw City, MI 49701		
Brady-Klopp Printing Co., Inc.....	B	3
413 S. 12th, Jackson, MI 49201		
Buriness Printing Service.....	J	2½
2409 Farnam, Seneca, MI 49280		
Campbell Printing & Lithographing.....	C	1½
3151 Leavenworth, Muskegon, MI 49943		
Cardinal Printing Co.....	H	1½
3934 N. 24th, Jackson, MI 49201		
Citizen Printing Co.....	J	3
2308 N St., Seneca, MI 49280		
Colonial Press, Inc., The.....	D	1
813 Jones St., Livonia, MI 48151		
Colvin-Mullin Printing Co.....	C	1½
1214 Howard, Muskegon, MI 49943		
Commercial Lithographing Co.....	J	1½
1203 Pacific, Niles, MI 49120		
Copycat Duplicating Service.....	D	3½
415 S. 12th St., Mt. Pleasant, MI 48858		

	Credit	rating
Corey-McKenzie Co.....	C	1½
1203 Farnam, Muskegon, MI 49943		
Cornhusker Press.....	F	3
603 S. 13th, Niles, MI 49120		
Daily Record, The.....	E	3
503 S. 19th St., Mt. Pleasant, MI 48858		
Davis, David.....	D+	1½
721 N. 58th St., Mackinaw City, MI 49701		
Dependable Printing.....	E	3
4609 Dodge St., Owosso, MI 48867		
Douglas Printing Co.....	F	3
111 N. 18th St., Livonia, MI 48151		
Duplicating Services.....	L	4
200 Kew Plaza, Seneca, MI 49280		
Epsen Lithographing Co.....	H	3½
2002 California, Jackson, MI 49201		
Gate City Press.....	E	2½
416 S. 14th St., Mt. Pleasant, MI 48858		
Haas Printers.....	G	3½
518 S. 27th St., Muskegon, MI 49943		
Harris & Sons.....	F	3
4402 N. 22nd St., Niles, MI 49210		
Haskett Printing.....	G	3½
616 N. 18th St., Mt. Pleasant, MI 48858		
Industrial Label Corp.....	K	3½
715 S. 12th St., Livonia, MI 48151		
Inland Press, Inc.....	J	4
4012 S. 24th St., Muskegon, MI 49943		
Jones Printing & Lithographing Co.....	C	1½
1817 Vinton St., Owosso, MI 48867		
Klopp Printing & Lithographing Co.....	F	3½
1001 Douglas, Livonia, MI 48151		
M-S-M Printing Co.....	J	3½
1904 Cuming St., Jackson, MI 49201		
Mapleview Press.....	G	3½
8104 Maple St., Niles, MI 49120		
Medlar Press, The.....	D	2
1437 S. 13th St., Livonia, MI 48151		
Miller Printing Co.....	C	1½
1314 William St., Owosso, MI 48867		
Miller's Bridal Stationery.....	F	2½
3503 Leavenworth St., Livonia, MI 48151		
Moran Printing Co.....	K	3½
1514 Cass St., Muskegon, MI 49943		
Nebraska Farmer Co.....	J	3½
4225 Cuming St., Owosso, MI 48867		
Oh-K Printing & Duplicating.....	G	3½
111 N. 40th St., Mackinaw City, MI 49701		
Osborn Printing Co.....	E	2½
1301 Farnam St., Mt. Pleasant, MI 48858		
Paper Trousseau.....	F	3
2035 Harney St., Seneca, MI 49280		

	Credit	Rating
Paragon Printing Inc.....	G	3½
4226 Florence Blvd., Livonia, MI 48151		
Priesman Printers.....	C	2
418 S. 15th St., Jackson, MI 49201		
Quality Printing Co.....	C	1½
4735 S. 24th St., Owosso, MI 48867		
Ralph Printing & Lithographing, Inc.....	D+	2
1933 St. Marys Avenue, Livonia, MI 48151		
Rapid Printers.....	G	3½
5615 S. Pennsylvania, Lansing, MI 48916		
Record Printing Co.....	C	1½
508 S. 19th St., Niles, MI 49120		
Redfield & Company.....	F	3
1901 Howard, Lansing, MI 48932		
Riggert Printing Co.....	E	3
1201 Farnam, Jackson, MI 49201		
Ritchey Press, Inc.....	C	1½
3020 Leavenworth, Niles, MI 49120		
Standard Printing Company.....	L	4
1008 N. 16th St., Muskegon, MI 49943		
Tilford Printing & Card Shop.....	H	3½
108 S. Main St., Lansing, MI 48991		
Top Advertising Co.....	E	2½
4110 Commercial Ave., Mt. Pleasant, MI 48853		
Uarco Business Forms.....	G	3½
4044 Hamilton, Owosso, MI 48867		
Varsity Press.....	D	1½
1902 California, Jackson, MI 49201		
Wallace Printing Co.....	F	3½
200 W. Broadway, Mackinaw City, MI 49701		
Western Printing Co.....	J	3½
215 N. 12th, Mackinaw City, MI 49701		
Williams-Bredin Printing Co.....	C	2
1616 Chicago, Niles, MI 49120		
Wright Printing Co.....	C	2
2623 N. 16th, Livonia, MI 48151		
Yaffe, N. S., Printing Co.....	H	3
2626 Harney, Mackinaw City, MI 49701		
Zenith Office Services.....	K	3½
1517 Harney, Muskegon, MI 49943		
Zimmer Printing Co.....	D+	1½
1220 S. Logan, Lansing, MI 48934		

*The letters represent estimated financial strength of each company, in descending order from Aa to L. The numbers, in descending order from A1 to 5, represent a composite credit appraisal of the firm.

PRICE LIST - KIMBERLEY-CLARKSON

Prices Based on Carton Packing Per Cwt.

	Packing	Broken Package	1 Carton or 60#	4 Cartons or 240#	16 Cartons or 960#
Andorra					
White	Carton	82.00	48.00	42.00	39.00
Colors, except Cinnamon	Carton	85.00	50.00	44.00	41.25
Cinnamon	Carton	90.00	54.00	46.00	43.00
Tex-O-Set					
White	Carton	76.00	45.00	39.00	36.00
Colors	Carton	79.00	47.00	41.00	38.00
Victorian					
White	Carton	53.00	35.00	31.00	29.00
Colors	Carton	56.00	37.00	32.00	30.00
Velopaque Text					
White	Carton	56.00	37.00	33.00	30.00
Colors	Carton	60.00	40.00	35.00	32.00
Zodiac					
White	Carton	88.00	52.00	46.00	43.00
Colors	Carton	92.00	54.00	48.00	45.00
Classic Laid					
White	Carton	76.00	45.00	39.00	36.00
Light Colors	Carton	78.00	47.00	41.00	37.00
Dark Colors	Carton	82.00	50.00	44.00	40.00



PRICE LIST - CASCADE PAPER COMPANY

Prices Based on Carton Packing Per Cwt.

Description	Packing	Broken Package	1 Carton or 60#	4 Cartons or 240#	16 Cartons or 960#
Mountie Antique					
White	Carton	47.00	34.00	29.00	27.00
Colors	Carton	60.00	36.00	31.00	29.00
India	Carton	59.00	35.00	30.00	28.00
Howard Offset Cover					
White Wove	Carton	53.00	35.00	31.00	29.00
White Felt	Carton	56.00	37.00	32.00	30.00
Lt. Colors Wove	Carton	55.00	37.00	32.00	30.00
" " Felt	Carton	58.00	38.00	33.00	31.00
Dk. Colors Wove	Carton	57.00	38.00	33.00	31.00
" " Felt	Carton	60.00	40.00	34.00	32.00
Tuscan Antique Finish					
White	Carton	57.00	38.00	33.00	31.00
Regular Colors	Carton	60.00	40.00	35.00	32.00
Dk. Blue	Carton	65.00	43.00	38.00	35.00
Black	Carton	71.00	47.00	41.00	38.00
Scarlet	Carton	73.00	49.00	42.00	40.00

PRICE LIST - YOSEMITE PAPER COMPANY

Prices Based on Carton Packing Per Cwt.

	Packing	Broken Package	1 Carton or 60#	4 Cartons or 240#	16 Cartons or 960#
Cameo Dull Book & Cover	Carton	71.00	47.00	41.00	38.00
Cameo Gloss Book & Cover	Carton	70.00	46.00	40.00	38.00
Casco Enamel Gloss & Dull Book & Cover	Carton	57.00	38.00	33.00	31.00
Cumberland Dull Book & Cover	Carton	63.00	42.00	37.00	34.00
Cumberland Gloss Book & Cover	Carton	62.00	42.00	36.00	33.00
Fontana Suede	Carton	54.00	36.00	31.00	29.00
Lustro Offset Enamel Dull Book & Cover	Carton	65.00	43.00	38.00	35.00
Lustro Offset Enamel Gloss Book & Cover	Carton	64.00	42.00	37.00	35.00
Lustro Offset Enamel Saxony	Carton	70.00	46.00	40.00	38.00
Overprint Label C-1-S Offset or Letterpress	Carton	61.00	41.00	35.00	33.00
Prentice Gloss	Carton	65.00	43.00	37.00	35.00
Prentice Suede	Carton	65.00	43.00	37.00	35.00
Shorewood Gloss	Carton	57.00	38.00	33.00	31.00
Trufect Enamel Letterpress	Carton	56.00	37.00	32.00	30.00
Woodbine Duplex Enamel	Carton	70.00	47.00	41.00	38.00

LIST OF SALESMEN

Rice, George A., 1414 Perry St., Muskegon, MI 49943
Post, Alfred N., 7289 Sherwood Lane, Seneca, MI 49280
Thomas, William W., 4920 Beaver St., Mt. Pleasant, MI 48858
Johan, Mary N., 5139 Lincoln Blvd., Mackinaw City, MI 49701
Grossman, Sherman A., 2184 N. 17th St., Owosso, MI 48867
Friedmann, Jonas R., 312 N. Tipton St., Livonia, MI 48151
Ordman, Gordon F., 3234 Hart St., Jackson, MI 49201
Parker, Ted R., 6379 North St., Niles, MI 49120

USE OF FORMS

Aquarius Company Letterhead - F-1

This form is used for all company correspondence to outside companies. Carbon copies can be made on a plain sheet of paper.

Telephone Message - F-2

This form is used for recording message to be transmitted to someone in the office.

Company Purchase Order - F-3

This form is used for ordering paper stock for inventory. Two copies should always be typed. The first copy goes to the company from which the material is ordered; the second copy is held until shipment is received.

Blank Purchase Order - F-4

This form is used to represent purchase orders which have come from customers. The customer's company name must be inserted in the heading.

Credit Memorandum - F-5

This form is used for issuing credit for merchandise returned. Two copies should be typed. The first copy goes to our bookkeeping department and is credited to the customer's account and filed; the second copy goes to the customer.

Company Invoice - F-6

This form is used for filling orders received by our company. These should be numbered consecutively by the typist so that there is assurance that all orders have been handled.

Two copies should be made of each invoice. First copy goes to the customer; second copy is filed numerically. These should be completed on the day the order is received from the customer.

Register of Invoices - F-7

This form is used to list all invoices. It is a summary account and a double check to see that all invoices are handled.

Only the initials of the salesman are necessary in the salesman's column.

Ledger Account - F-8 (see sample p. LF17).

This form is used for all customer accounts. The credit rating of the customer should be entered at the time the card is made out with customer's name.

Salesmen's Record - F-9

This form is used to keep a running account of each salesman's completed sales. The first four columns are filled in when the invoice is sent out. The commission is extended when payment is received from the company. Commission is 20 percent of the amount of the sale.

Keeping this record could be carried over a day if necessary.

Cashier's Log - F-10

This is a daily register of checks received in the office. It is made out when the check is received, insuring that no checks are misplaced in the flow of work.

Company Check - F-11

This form is used for all payments made by this office.

Blank Check - F-12 (see sample p. LF17)

This form is used to represent all checks from other companies. The company name must be filled in as though it were printed somewhere on the check so that the check can be easily identified.

Deposit Slip - F-13

This form is used for all bank deposits. It should be made out in duplicate. One copy goes to the bank; the second copy is kept for our records.

Stock Sheet - F-14 (see sample p. LF18)

This is used to keep a running inventory of stock on hand and also an accounting of stock sold and shipped direct. From the figures on these stock sheets, an accounting can be made of the types of paper stock which is selling the most. A separate stock sheet is used for each type of paper in stock. Shipments of more than 1200 pounds are shipped direct from the mill but these shipments are shown on the stock sheets so that there is an indication of sales volume of each type of paper. If the office continues for a long period, longer than this model office design, stock could be reordered on some basis established from previous volume of each type of paper. In the work in this model office, the office manager reorders inventory.

Inter-Office Memorandum - F-15

This form is used for transmitting information throughout the office. Most of the messages will result in a task to be performed.

Time Card - F-16 (see sample p. LF19)

This is used for all office employees. The hourly rate is:

Clerk	\$1.75
Bookkeeper	2.00
Secretary	2.50

Regular hours are 8:30-5:00 with a half hour for lunch.

In the classroom it is presumed that a two-hour block would be a day of work and will count as a calendar day. Overtime is not anticipated but if it arises, payment is at $1\frac{1}{2}$ times the regular rate of pay.

Each employee should fill in his own time card and get it to the clerk on Fridays.

Payroll - F-17 (see sample p. LF19)

This form is made out when time cards are turned in on Friday. It should be completed so that checks can go out on Tuesday. Payroll checks are made out for signature of the treasurer.

Deductions are 6 percent of earnings unless otherwise specified.

Hourly rates are: clerk, \$1.75; bookkeeper, \$2.00; secretary, \$2.50. Overtime is figured at $1\frac{1}{2}$ times the regular rate of pay. Use a separate line to list overtime.

Calendar Page - F-18

This form could be duplicated and filled in to use as an appointment calendar if no commercially printed calendars are available of sufficient size.

Price Change Memorandum - F-19

This form can be used to inform employees of price changes. Since it would be fairly quick to type entirely, the method of its use would depend on the number of changes which go through the office. With only a few price changes, the entire memorandum including the price changes themselves could be typed when a change is made. If a great number of changes were to be made, having a pre-printed form on paper which could be used, for duplicating, might save time. This office has few price changes.

Application for Employment - F-20

This blank could be used as part of the procedure in placement in the model office.

Evaluation Form - F-21

This evaluation tool can be used in the manner selected by the office manager. It can be used for self-evaluation or for evaluation of the work of other employees.

Form Letter Sample - A

This is sent to customers when their order is not filled directly from our stock.

Credit Letter Sample - I

This is a credit letter sent when a customer's account is 30 days past due.

Credit Letter Sample - II

This is a credit letter sent when a customer's account is 60 days past due.

EXAMPLE F-6

INVOICE

AQUARIUS PAPER COMPANY

301 Webb Street

Lansing, Michigan

Citizen Printing Company

2308 N Street

Seneca, MI 49280

SHIPPED
TO

Same

L		Salesman: Post		L		
DATE	CUSTOMER'S NO.	DATE SHIPPED	VIA	INV. NUMBER		
5/11	37	5/11	Truck	1		
QUANTITY	SIZE AND WEIGHT	DESCRIPTION	TOTAL WEIGHT	UNIT	UNIT PRICE	AMOUNT
100 lb.	17 x 22 20#	White Tex-O-Set	100	1	45.00	45.00
60 lb.	17 x 22 20#	Cool Blue Tex-O-Set	60	.6	79.00	<u>47.40</u>
Total						92.40

STOCK SHEET

Name Andorra

Wt. per ctn. 120

Color White

Type Mill Kimberley-Clarkson

Re-order _____ ctns. when stock is at _____ ctns.

[illegible]

TIME CARD

SAMPLE

F-16

Office Employee's
Name*Carol Channing*

Week Ending

4/7

Date	Time From To	Hours	Over- time	Hours x 4	Hourly Rate	Gross Earnings
<i>4/3</i>	<i>8:20 12:10</i>	<i>2</i>		<i>8</i>	<i>2.00</i>	<i>16.00</i>
<i>4/4</i>	<i>10:20 12:10</i>	<i>2</i>		<i>8</i>	<i>2.00</i>	<i>16.00</i>
<i>4/5</i>	<i>10:20 12:10</i>	<i>2</i>		<i>8</i>	<i>2.00</i>	<i>16.00</i>
<i>4/6</i>	<i>10:20 12:10</i>	<i>2</i>		<i>8</i>	<i>2.00</i>	<i>16.00</i>
<i>4/7</i>	<i>10:20 12:10</i>	<i>2</i>		<i>8</i>	<i>2.00</i>	<i>16.00</i>
	Total	<i>10</i>		<i>40</i>	<i>2.00</i>	<i>80.00</i>

PAYROLL

SAMPLE F-17

Week Ending

Name	Hours	Hourly Rate	Gross Earnings	Deduc- tions	Net Earnings
<i>Carol Channing</i>	<i>40</i>	<i>2.00</i>	<i>80.00</i>	<i>4.80</i>	<i>75.20</i>

F-1
AQUARIUS PAPER COMPANY

301 Webb Street
Lansing, Michigan 48917

TELEPHONE MESSAGE

To: _____

Date: _____

From _____

Time: _____

Message: _____

Taken By: _____

F-3
AREA CODE 517
TELEPHONE 498-6556

PURCHASE ORDER

1942

[Faint handwritten notes at the bottom of the page]

Net 30

SHIPS TO

TO

SECRET

Superior Company

WHOLESALE PAPER MERCHANTS
LANSING, MICHIGAN 48912

LANSING, MICHIGAN 48912

SHIPS TO

TO

DATE	SIZE AND WEIGHT	DESCRIPTION	TOTAL WEIGHT	UNIT	INV. NUMBER	
					UNIT PRICE	AMOUNT

PURCHASE ORDER

CREDIT MEMORANDUM

F-5

AQUARIUS

PAPER COMPANY
301 Webb Street
Lansing, MI 44917

No. _____

19

Credit the account of _____ \$ _____

dollars

AQUARIUS PAPER COMPANY

For _____

Treasurer

AQUARIUS
301 Webb Street
Lansing MI 48917

TERMS: 2%—10

TERMS: 2%—10% MONTHLY FOLLOWING DATE
OF INVOICE, NET 30 AND PAST DUE THREATER
Net 30

0757

SOLD TO

SHIPPED TO

ACQUAINTANCE

THE PAPER CO. IS AN

EQUAL OPPORTUNITY EMPLOYER
Hiring practices and employment practices will be performed without regard to race, color, religion, sex or national origin.
Tri-Net Paper Co. complies with all provisions of Executive Order 11246 of September 24, 1965. United States Department of Labor.

DATE	CUSTOMERS P. O.	DATE SHIPPED	VIA	DESCRIPTION	SIZE AND WEIGHT	QUANTITY	TOTAL WEIGHT	UNIT	UNIT PRICE	AMOUNT

NOTICE
TO OUR CUSTOMERS
 PLEASE PAY FROM THIS INVOICE
 NO MONTHLY STATEMENTS
 WILL BE SENT.

Quotations and Invoices
 The prices quoted or billed are no higher than
 those authorized under Executive Order No.
 11627, dated October 15, 1971.

PLEASE PAY FROM THIS INVOICE—MONTHLY STATEMENT SUBMITTED UPON REQUEST ONLY
 NO ALLOWANCE MADE FOR PAPER AFTER BEING PRINTED, RULED OR CUT.

F6
Invoice

Quotations and Invoices
The prices quoted or billed are no higher than those authorized under Executive Order No. 11627, dated October 15, 1971.

**PLEASE PAY FROM THIS INVOICE—MONTHLY STATEMENT SUBMITTED UPON REQUEST ONLY
NO ALLOWANCE MADE FOR PAPER AFTER BEING PRINTED, RULED OR CUT.**

NOTICE
TO OUR CUSTOMERS
PLEASE PAY FROM THIS INVOICE
NO MONTHLY STATEMENTS
WILL BE SENT.

F-9

Territory.

[illegible]

CASHIER'S LOG
(Daily Register of Checks Received)

Date _____

[illegible]

No. _____

F-11 Stub

F11
F12

_____ 19____

To _____

For _____

Bal. Brt. Frwd. _____

Ant. Depstd. _____

" " _____

" " _____

Total _____

Ant. this Chk. _____

Bal. Crd. Frwd. _____

F-11

No. _____

AQUARIUS PAPER COMPANY

301 Webb Street, Lansing, Mich. _____ 19____

PAY TO THE
ORDER OF _____

\$ _____

_____ DOLLARS



Lansing, Mich.

Treasurer

F-12

No. _____

74-5
764

COMPANY NAME _____

19____

PAY TO THE
ORDER OF _____

\$ _____

_____ DOLLARS

For:

(Amount in Words)

NAME _____

DATE _____ 19____
This deposit is accepted subject to verification
and to the rules and regulations of this Bank.
DEPOSITED IN _____



[REDACTED]
 [REDACTED] MICHIGAN
 LANSING,

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS		
1		
2		
3		
4		
TOTAL FROM OTHER SIDE		
TOTAL		

LIST CHECKS SINGLY - ENDORSE EACH ITEM

F-13

$$\frac{74.5}{764}$$

IF MORE THAN 4
CHECKS, LIST ON
REVERSE SIDE. EN-
TER TOTAL HERE.

FOR BANK'S USE ONLY

No. ITEMS	DESCRIPTION	DATE	INITIALS
1	...	...	...
2	...	...	...
3	...	...	...
4	...	...	...
5	...	...	...
6	...	...	...
7	...	...	...
8	...	...	...
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67	...	...	...
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69	...	...	...
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75	...	...	...
76	...	...	...
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91	...	...	...
92	...	...	...
93	...	...	...
94	...	...	...
95	...	...	...
96	...	...	...
97	...	...	...
98	...	...	...
99	...	...	...
100	...	...	...

0764-0000: 3100 4000

PC PDT-REV. 4

BE SURE EACH ITEM IS ENDORSED

CHECKS LIST SINGLY	DOLLARS	CENTS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
TOTAL		

ENTER TOTAL ON THE FRONT OF T4'S TICKET

[illegible]

INTER-OFFICE MEMORANDUM

F-15

To:
From:
Date:
Subject:

Nemo

Week Ending

Date	Time From To	Hours	Overtime	Hours $\times \frac{1}{2}$	Hourly Rate	Gross Earnings
	Total					

[illegible]

CALENDAR PAGE

F-18

Month _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

PRICE CHANGE MEMORANDUM

To: All Salesmen Date:
From: Office Manager
Subject: Price Change

Please make the following changes on your price schedules:

<u>Description</u>	<u>Packing</u>	Broken	1	4	16
		<u>Package</u>	<u>Carton</u>	<u>Cartons</u>	<u>Cartons</u>

AQUARIUS PAPER COMPANY
APPLICATION FOR EMPLOYMENT

F-20

Mr.
Mrs.
Miss _____ Soc. Sec. No. _____
Last First Middle
Address _____ Phone _____

Type of work desired _____ Goal 3 years
from now _____

Check work in which you have had experience:

Bookkeeping	Typing
Stockroom	Invoicing
Selling, Direct	Payroll
Selling, Telephone	Shorthand
	Other _____

Check machines you know how to use:

Mimeograph	Typewriter
Spirit Duplicator	Calculator
Adding Machine	Dictaphone
	Other _____

EDUCATION

Grammar School Attended	Date
Business Courses Taken	Date
(If you need	Date
more space, use	Date
other side.)	Date
	Date

How many days have you missed due to illness in the past year? ____
Have you any chronic ailment or defects in sight, hearing,
limbs, etc.? ____ If yes, explain.

Height	Weight	Single	Divorced
Sex		Married	Widowed

EXPERIENCE

Employer's name	Position held
Address	Date employed
Reason for leaving	Date left
Salary	
Employer's name	Position held
Address	Date employed
Reason for leaving	Date left
Salary	

PERSONAL REFERENCES (Give three other than relatives):

Name	Address
Name	Address
Name	Address

I understand and I hereby affirm the truth of the above
statements.

Signature

EVALUATION TOOL

Item or Task
Evaluated _____

Executed by _____ Position _____

Evaluator _____ Position _____

Accuracy,
Completeness

☐

Neatness,
Legibility

☐

Cooperation,
Courtesy

☐

Initiative,
(Decision-
making)

☐

Ready
When
Needed

☐

CODE:

X = does not apply

4 = above average, exceptional

3 = good, acceptable for a high quality office

2 = fair, usable in an emergency

1 = poor, not acceptable for an average office, lacks some part

-1 = indicates negative or very careless effort

If handled by more than one person, complete this step:

Item or Task
Evaluated _____

Executed by _____ Position _____

Evaluator _____ Position _____

☐
☐
☐
☐
☐

If handled by another person, complete this step:

Item or Task
Evaluated _____

Executed by _____ Position _____

Evaluator _____ Position _____

☐
☐
☐
☐
☐

Gentlemen:

Thank you for your order of (date) .

(The material) (Part of the material) which you ordered is being shipped to you direct from the mill. It should reach you within two weeks.

(The remainder of your order is being shipped from our warehouse, and you should receive it in a few days.) We are sure you will be pleased with this fine quality paper.

Very truly yours,

Office Manager

Gentlemen:

Our records show that there is a balance of \$ () on your account for paper shipped to you on (date) , our invoice number (). All accounts are due within 30 days from date of shipment.

This amount may have been overlooked, but it is now considerably overdue and we would appreciate your checking your records and sending a check to clear the amount within the next few days.

Very truly yours,

Office Manager

Sample Credit Letter II

Gentlemen:

This letter draws attention to the overdue amount on your account of \$. This is now outstanding over 60 days.

We would appreciate a prompt payment of this account in response to this letter so that this amount does not affect your credit standing with our company. We shall expect your check within a few days.

Very truly yours,

Office Manager

APPENDIX B

NOBELS ACTION VERBS

receive, take	request	compare
typewrite	renew	punch
deliver, give	return	open
write	proofread	note
file	direct, take, teach	take dicta- tion
place	correct	package
check	stamp	issue
obtain	mail	total
send	scan, read, review	transcribe
record	arrange, plan, flowchart	greet
sort	run, type	add
insert	complete	destroy
determine	compile	run through
pull	operate, start	discuss
inform	collect	code
attach	refer	<u>clean</u>
call	hold	close
compute	verify	refuse
answer	transfer, distribute, connect	deposit
locate		weigh



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BOND**



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PAPERS**

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			STOCK ITEMS																															
SIZES			White				Blue				Buff				Canary				Goldenrod				Green				Green Tint				Pink			
Sub. 17x22/500			13	16	20	24	16	20	16	20	13	16	20	16	20	13	16	20	16	20	13	16	20	16	20	13	16	20						
8½ x 11*	M Wt.	Sheets/Ctn.	6.50	8	10	12	8	10	8	10	6.50	8	10	8	10	6.50	8	10	8	10	8	10	8	10	8	10	8	10						
			5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000						
8½ x 11 D3H	M Wt.	Sheets/Ctn.		8	10																													
				5000	5000																													
8½ x 13	M Wt.	Sheets/Ctn.		9.44	11.80																													
				5000	5000																													
8½ x 14	M Wt.	Sheets/Ctn.		10.18	12.72		10.18	12.72		12.72		10.18	12.72	10.18	12.72		10.18	12.72	10.18	12.72		10.18	12.72		12.72		10.18	12.72						
				5000	5000		5000	5000		5000		5000	5000	5000	5000		5000	5000	5000	5000		5000	5000		5000		5000	5000						
11 x 17	M Wt.	Sheets/Ctn.		16	20																													
				2500	2500																													
11 x 17	M Wt.	Sheets/Ctn.		16	20		16	20		16	20		16	20		16	20		16	20		16	20	16				16	20					
				2500	2500		2500	2500		2500	2500		2500	2500		2500	2500		2500	2500		2500	2500	2500				2500	2500					
17 x 22*	M Wt.	Sheets/Ctn.	26	32	40	48	32	40	32	40	26	32	40	32	40	26	32	40	32	40	26	32	40	32	40	26	32	40						
			5000	4000	3000	3000	4000	3000	4000	3000	5000	4000	3000	4000	3000	5000	4000	3000	4000	3000	5000	4000	3000	4000	3000	5000	4000	3000						
17 x 28	M Wt.	Sheets/Ctn.	33	41	51	61	41	51	41	51	33	41	51	41	51	33	41	51	41	51	33	41	51	41	51	33	41	51						
			4000	3000	3000	2000	3000	3000	3000	3000	4000	3000	3000	3000	3000	4000	3000	3000	3000	3000	4000	3000	3000	3000	3000	4000	3000	3000						
17½ x 22½	M Wt.	Sheets/Ctn.		34	42		34						34	42				34				34				34	42							
				4000	3000		4000						4000	3000				4000				4000				4000	3000							
19 x 24	M Wt.	Sheets/Ctn.	32	39	49	59	39	49	39	49	32	39	49	39	49	32	39	49	39	49	32	39	49	39		32	39	49						
			4000	3000	3000	2000	3000	3000	3000	3000	4000	3000	3000	3000	3000	4000	3000	3000	3000	3000	4000	3000	3000	3000		4000	3000	3000						
22 x 34	M Wt.	Sheets/Ctn.	52	64	80	96	64	80	64	80	52	64	80	64	80	52	64	80	64	80	52	64	80	64	80	52	64	80						
			2500	2000	1500	1500	2000	1500	2000	1500	2500	2000	1500	2000	1500	2500	2000	1500	2000	1500	2500	2000	1500	2000	1500	2500	2000	1500						
22 x 34	M Wt.	Sheets/Ctn.		64	80																													
				2000	1500																													
22½ x 25½	M Wt.	Sheets/Ctn.		49	61																													
				2500	2000																													
22½ x 35	M Wt.	Sheets/Ctn.		67	84																													
				2000	1500																													
24 x 38	M Wt.	Sheets/Ctn.	64	78	98		78	98	78	98	64	78	98	78	98	64	78	98	78	98	64	78	98		98	64	78	98						
			2000	1500	1500		1500	1500	1500	1500	2000	1500	1500	1500	1500	2000	1500	1500	1500	1500	2000	1500	1500		1500	2000	1500	1500						
28 x 34*	M Wt.	Sheets/Ctn.	66	82	102	122	82	102	82	102	66	82	102	82	102	66	82	102	82	102	66	82	102	82		102	66	82	102					
			2000	1500	1500	1000	1500	1500	1500	1500	2000	1500	1500	1500	1500	2000	1500	1500	1500	1500	2000	1500	1500	1500		1500	2000	1500	1500					
28 x 34	M Wt.	Sheets/Ctn.		82	102																													
				1500	1500																													

SEE INSIDE BACK COVER FOR COLOR SUGGESTIONS ON HARMONIZING AND CONTRASTING INKS.
*16" WHITE AND CANARY COLLATED.

WHITE	Substance 13
WHITE	Substance 16
WHITE	Substance 20
WHITE	Substance 24

BLUE	Substance 20
------	--------------

PINK	Substance 20
------	--------------

GREEN	Substance 20
-------	--------------

CANARY	Substance 20
--------	--------------

GREEN TINT	Substance 20
------------	--------------

GOLDENROD	Substance 20
-----------	--------------

RIJFF	Substance 20
-------	--------------



WHITE	Substance 16
WHITE	Substance 20
WHITE	Substance 24

BLUE	Substance 20
------	--------------

PINK	Substance 20
------	--------------

GREEN	Substance 20
-------	--------------

CANARY	Substance 20
--------	--------------

GREEN TINT	Substance 20
------------	--------------

GOLDENROD	Substance 20
-----------	--------------

BUFF	Substance 20
------	--------------

WHITE

Substance 20

WHITE

Substance 24

BLUE

Substance 20

PINK

Substance 20

GREEN

Substance 20

CANARY

Substance 20

GREEN TINT

Substance 20

GOLDENROD

Substance 20

BUFF

Substance 20

WHITE

Substance 24

BLUE

Substance 20

PINK

Substance 20

GREEN

Substance 20

CANARY

Substance 20

GREEN TINT

Substance 20

GOLDENROD

Substance 20

BUFF

Substance 20



BLUE

Substance 20

PINK

Substance 20

GREEN

Substance 20

CANARY

Substance 20

GREEN TINT

Substance 20

GOLDENROD

Substance 20

BUFF

Substance 20

PINK	Substance 20
GREEN	Substance 20
CANARY	Substance 20
GREEN TINT	Substance 20
GOLDENROD	Substance 20
BUFF	Substance 20



CANARY

Substance 20

GREEN TINT

Substance 20

GOLDENROD

Substance 20

BUFF

Substance 20



GREEN TINT Substance 20

GOLDENROD Substance 20

BUFF Substance 20

GOLDENROD Substance 20

BUFF Substance 20





PAPER COLORS	HARMONIZING INK COLORS	CONTRASTING INK COLORS
Buff	Topaz, Chrome Orange, Rose	Mineral Blue, Venetian Red, Brown
Green Tint	Grass Green, Cobalt Blue, Forest Green	Yellow Ochre, Topaz, Bronze Blue
Canary	Valencia Yellow, Shrimp, Raw Sienna	Cardinal, Chelsia Blue, Moss Green
Blue	Cobalt Blue, Burnt Sienna, Cerulean Blue	Prussian Blue, Carmine, Maroon
Pink	Magenta, Rose Carthame, Rubitone	Venetian Red, Turquoise, Burnt Umber
Green	Dark Chrome Yellow, Grass Green, Brown Lake	Forest Green, Deep Crimson, Mineral Blue
Goldenrod	Yellow Ochre, Shrimp, Valencia Yellow	Carmine, Milori Green, Coffee Umber



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paper company

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TRIQUET

Linweave Communiqué is the heavyweight business paper with unequaled strength and styling. Its durable good looks enabled it to triumph over all other contenders for the title, and Communiqué will reign as the undisputed champion of the business world.

A really sturdy paper and not merely lightweight stock, Communiqué is tough enough to withstand the most furious erasures, discreet enough never to reveal a correction. Its ideal weight and attractive, but unobtrusive, wove finish make it perfectly receptive to pen and ink, typewriter, or printing press. A distinctive, localized watermark suggests the care with which Communiqué is crafted.

Use this economically priced paper for letterheads, statements, invoices, and memo pads. Combine any of its four masculine colors with matching Linweave text and cover papers for a truly versatile, totally unified communications program.

LINWEAVE COMMUNIQUÉ—WHITE

LINWEAVE COMMUNIQUÉ—GRAY

LINWEAVE COMMUNIQUÉ—BLUE

LINWEAVE COMMUNIQUÉ—GOLD

LINWEAVE COMMUNIQUÉ—GRAY

LINWEAVE COMMUNIQUÉ—BLUE

LINWEAVE COMMUNIQUÉ—GOLD

LINWEAVE COMMUNIQUÉ—BLUE

LINWEAVE COMMUNIQUÉ—GOLD

LINWEAVE COMMUNIQUÉ ENVELOPES

Wallet Flap—Plain Edge—Boxed 250's—Sub. 28
Available in White and all colors.



Number 10 wallet flap envelopes are available from your local Linweave Distributor by Williamhouse Sales Corporation, official converter of Linweave Creative Papers.

LINWEAVE COMMUNIQUÉ

LOCALIZED WATERMARK

SUBSTANCE WEIGHT	SIZE	GRAIN	M SHEET WEIGHT	SHEETS PER CARTON	WHITE	GOLD	BLUE	GRAY	TAN
28	*7¼ x 10½	L	11.4	5000	X	X	X	X	X
28	8½ x 11	L	14	5000	X	X	X	X	X
28	17 x 22	L	56	2000	X	X	X	X	X
28	22 x 34	S	112	1000	X	X	X	X	X

*THIS SIZE NOT LOCALIZED
X DENOTES STOCKED ITEMS

PACKING

CUT AND WRAPPED ITEMS—Trimmed—Sealed 500 Sheet Packages—Cartons.

FLAT SIZES—17 x 22—Sealed 500 Sheet Packages—Cartons.

22 x 34—Sealed 250 Sheet Packages—Cartons.

LINWEAVE COMMUNIQUÉ IS DISTRIBUTED BY:



BROWN COMPANY

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MICHIGAN STATE UNIVERSITY
EAST LANSING, MICH. 48824-1048

10 Eagle-A Avenue, Holyoke, Massachusetts 01040

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