

1944

Unit organization of two topics in business education for twelfth-grade pupils

<https://hdl.handle.net/2144/7312>

Downloaded from DSpace Repository, DSpace Institution's institutional repository

Sweeney, Mary Josephine
1944
Service Paper

Unit organization of two topics
in business education



BOSTON UNIVERSITY
SCHOOL OF EDUCATION

LIBRARY

Service Paper
Sweeney, M. J.
1944

The Gift of Mary J. Sweeney

stoud



Ed
Service Paper
1944
Sweeney, M. J.
states

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
Service Paper

UNIT ORGANIZATION OF TWO TOPICS IN BUSINESS EDUCATION
FOR TWELFTH-GRADE PUPILS

Submitted by

Mary Josephine Sweeney
(B.S., Simmons, 1908)

In partial fulfillment of requirements for
the degree of Master of Education

1944

First Reader: *Dr. Billel*

Second Reader:

✓
Boston University
School of Education
Library

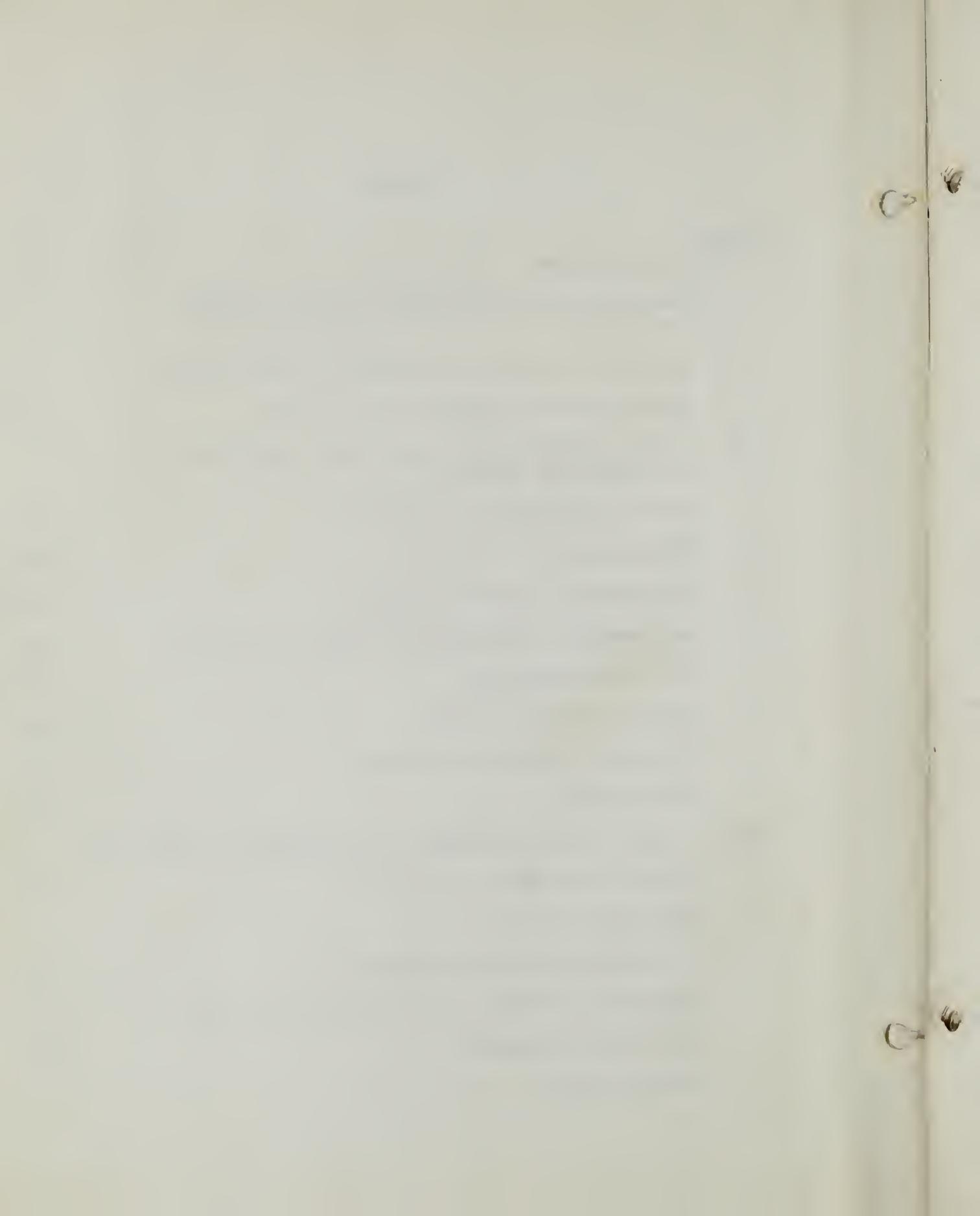
School of Education
Gift of Dr. Billett

Nov 17, 1976

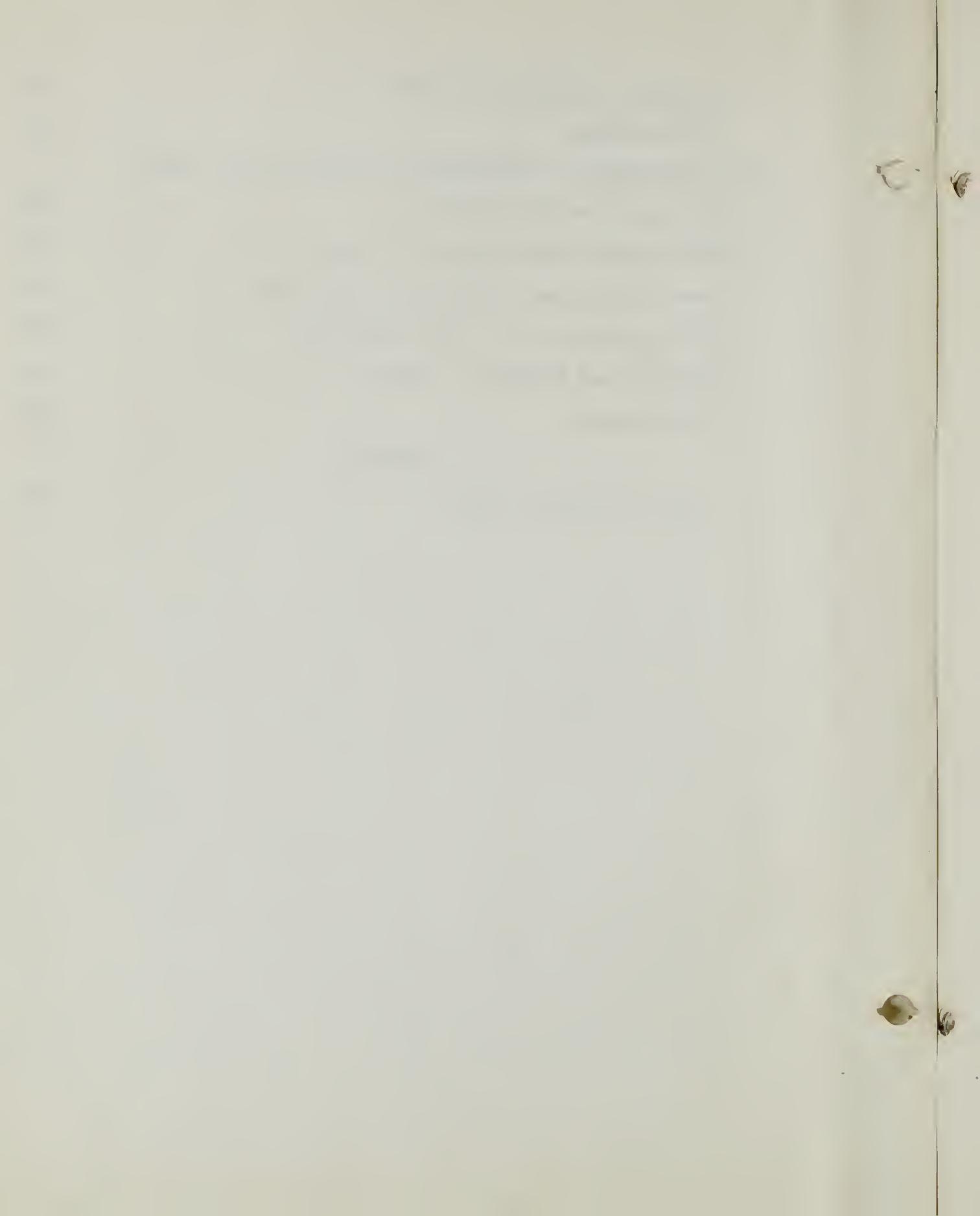
27481

CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Certain Relevant Pointers on How to Apply for a Job	1
The Group for Whom These Units were Planned	4
Definition and Explanation of Terms	7
II. A UNIT PLANNING FOR A PERSONAL INTERVIEW WITH A PROSPECTIVE EMPLOYER	
General Statement of the Unit	12
Delimitation of the Unit	13
Incidental Learning Products	14
References of Particular Value to Teachers	15
The Unit Assignment	16
Mastery Tests for Unit	38
Optional Related Activities	44
Bibliography	49
III. A UNIT ON THE TECHNIQUE OF THE PERSONAL INTERVIEW	
General Statement of the Unit	53
Delimitation of the Unit	54
Incidental Learning Products	56
References of Particular Value to Teachers	57
The Unit Assignment	58
Mastery Tests	68



Optional Related Activities	72
Bibliography	73
IV. DISCUSSION OF EXPERIENCES IN TEACHING THE UNITS	
The Need for These Units	74
The Pupils' Reaction to The Units	75
Some Interested Visitors to the Class	77
The Satisfaction of Work Well Done	79
Reaction of Parents to Units	80
Conclusions	81
APPENDIX	
Keys for Mastery Tests	84



LIST OF CHARTS

TABLE	PAGE
1. Business Education Council Personality Rating Scale.....	19
2. Good Grooming Guide.....	22
3. Personal Rating Scale.....	36
4. Rating Scale for Oral Reports.....	37
5. Interviewer's Rating Scale.....	67

[Faint, illegible text]



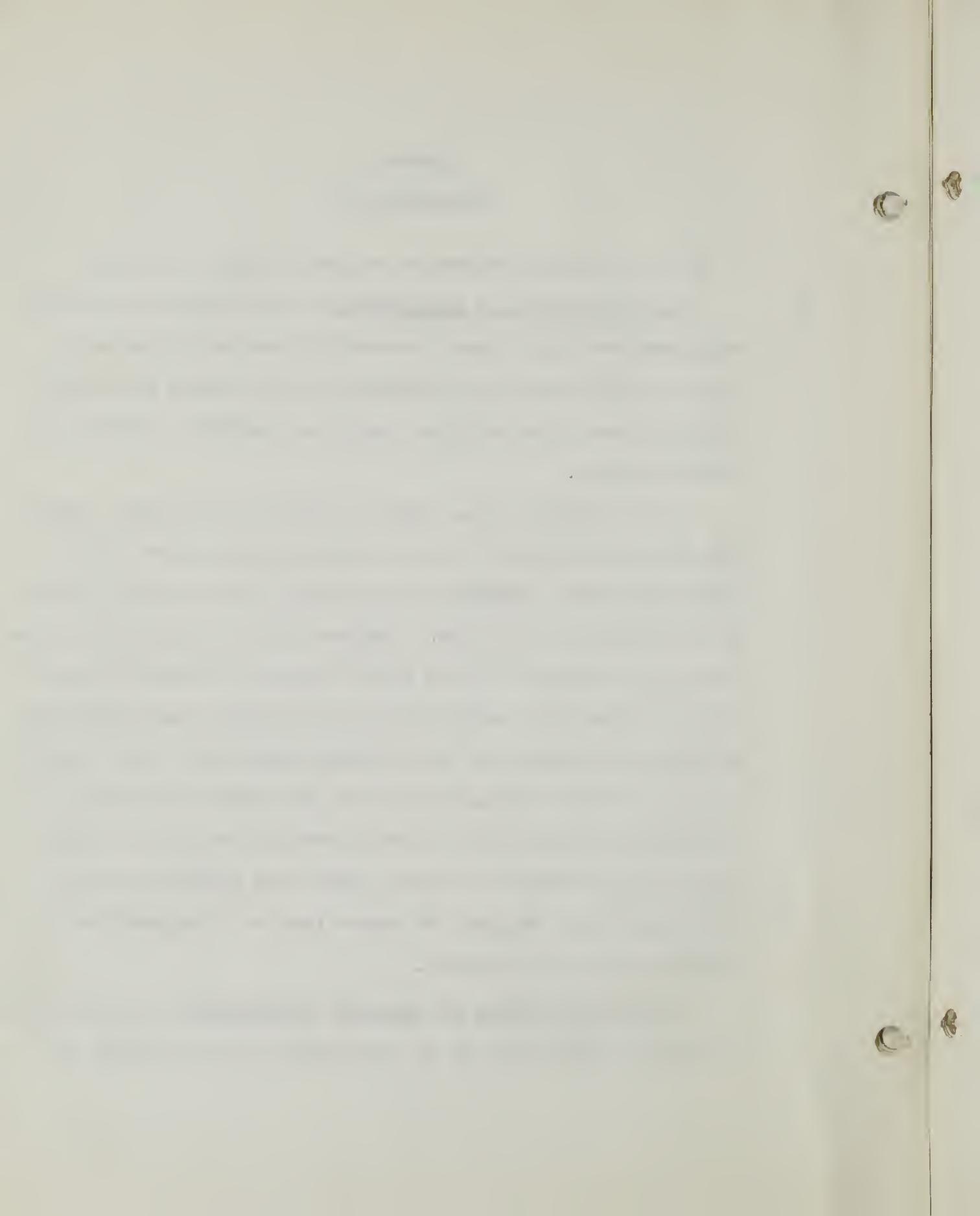
CHAPTER I
INTRODUCTION

Certain Relevant Pointers on How to Apply for a Job

Opportunities for employment.-- Opportunities for the well-prepared high school commercial student to secure a position immediately upon graduation are always available, although such opportunities are more plentiful now than in previous years.

At the present time there is work for everyone. Even the mediocre student is able to secure a position and in these war years, because of the need of the moment, she is able to hold the position. Whether such a student will continue in a business office after the war is problematical. It would seem that only those who could meet the standards of office department of the average peace-time year should survive. These standards refer to far more than actual scholastic ability, and to meet them the student of today must be made aware of the fact that when applying for an office position she must be smart-looking in appearance, intelligent, and courteous.

A previous method of securing employment.-- Before 1930, a student needed only to be recommended by her school to



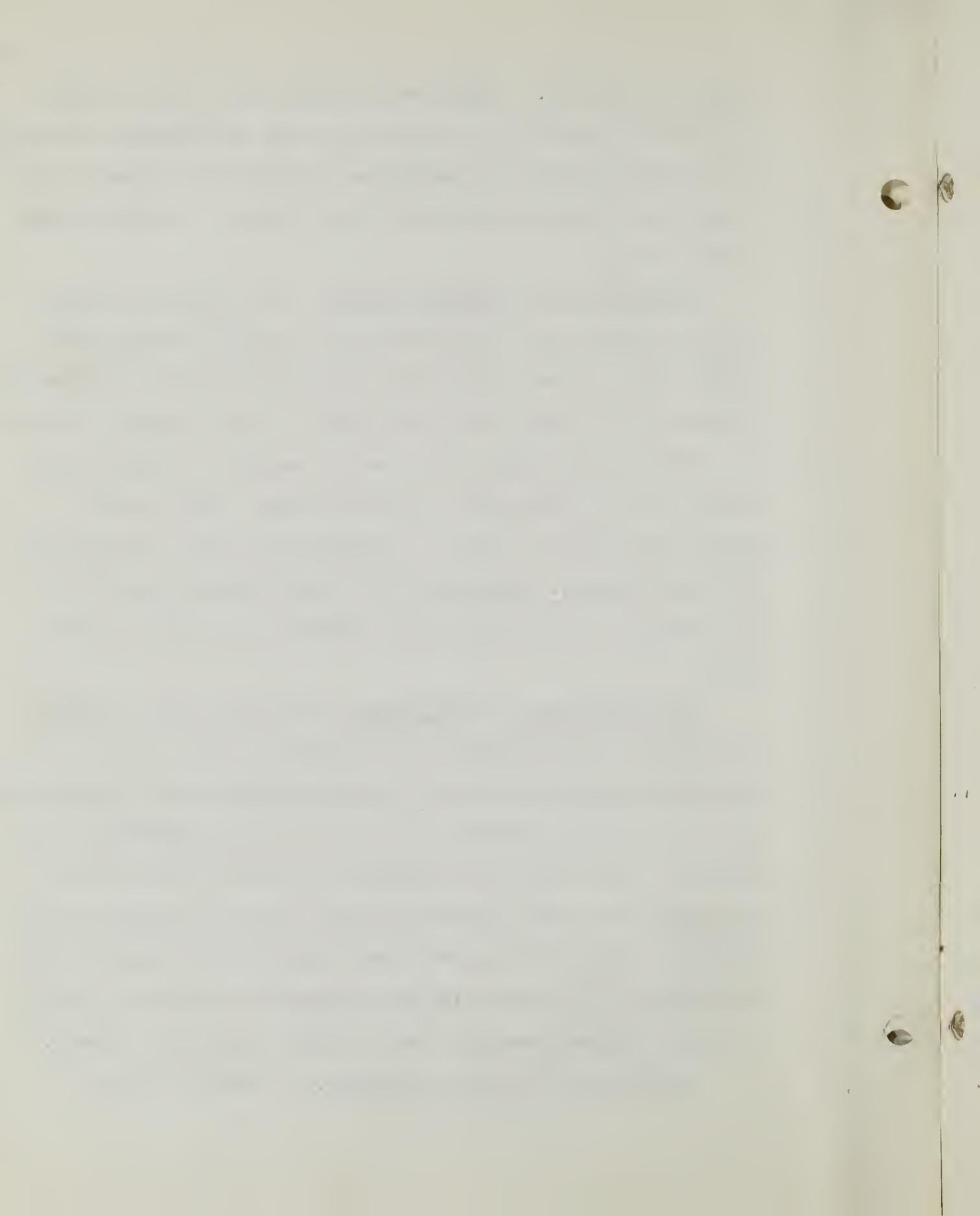
secure a position. Sometimes she was hired, sight unseen, with only a "Tell her to report for work next Monday morning." Always she was hired primarily on her scholastic record. In those days, a personnel manager was not part of the business office set-up.

Applying for a position today.-- The student of today must not only have a good scholastic record, but must also submit to a personal interview when seeking office employment, competing with many other applicants for the desired position.

Three points are considered by personnel managers when interviewing prospective employees today. They are all equally important. They are scholastic ability, appearance, and good manners. Appearance and good manners seem to be the points in which the largest number of applicants fall down.

The preference of employers.-- Not long ago, a number of employers were asked which they would prefer, a girl of only average ability who was always exceptionally well-groomed or a girl of outstanding ability who was only passably well-groomed. More than three-fourths of the men who answered said they would much prefer the girl who was extremely well-groomed. They had learned through long years of experience that the girl who realizes the importance of presenting an effective appearance will prove to be an efficient worker.

Another point to be considered.-- Another factor

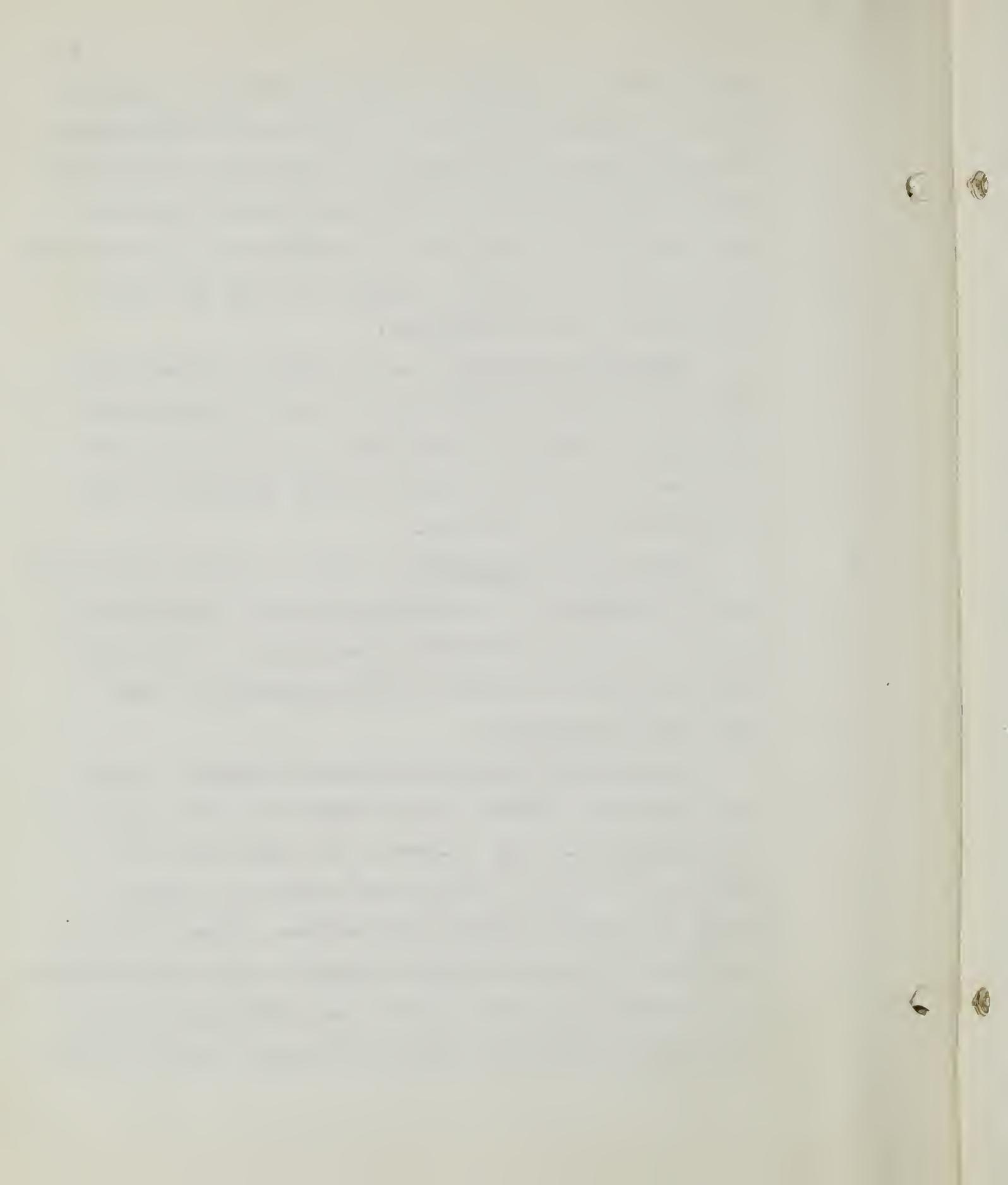


that impresses a personnel manager and makes an applicant stand out above all the rest, is that almost undefineable something known as "personality." Frequently personality is the deciding factor in determining whether or not an applicant gets the position. If personality is so important it would seem wise for all students to find out what it is and how it may be developed.

Personality defined.-- As the word is commonly used, personality means the reflection of one's individuality, pleasing or otherwise, upon others. An important point to remember is that personality can be developed so that it is pleasing at all times.

Personality development.-- Since a pleasing personality can be developed, it is extremely important for students to learn how this development takes place; to find those characteristics which make a person pleasing to those with whom he associates.

Reasons for selection of topics for units.-- There are three major reasons for the selection of the topics for these units. One, because of the ease with which positions are secured today; two, because of a laxity among high school students who feel that correct attire for almost any occasion from the school room to the business office may include bobby socks or no stockings, no hat or artificial flowers, or a scarf as headwear, and who believe



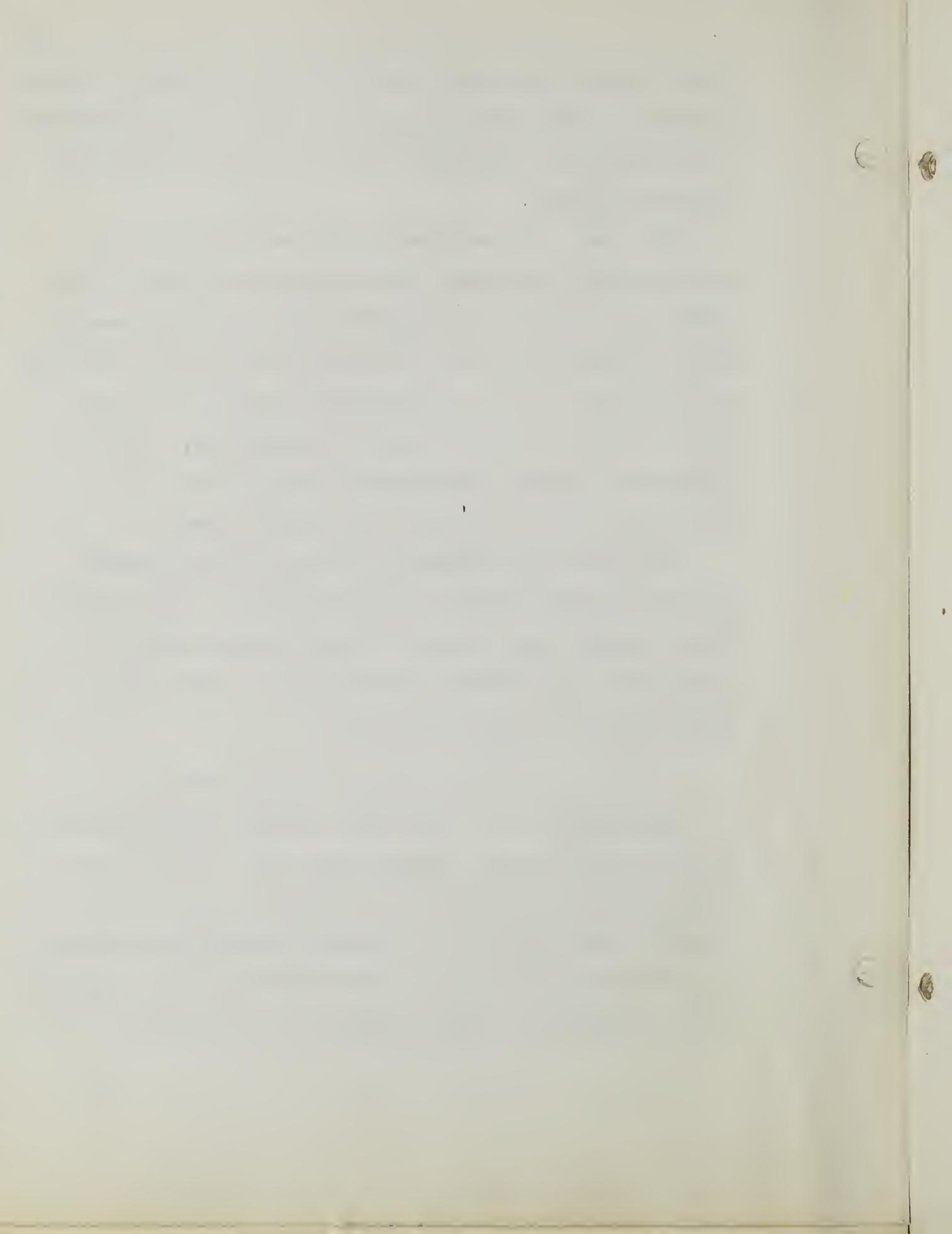
that a sweater is always correct and in good taste; three, because it would seem that after the war is over, employers will revert to a more rigid standard of office attire and office deportment.

For these reasons, these units were presented to the secretarial division of the commercial course of the Dedham High School in the twelfth year, that the students might be prepared to meet the demands of business, not only from the point of view of scholastic records, but also from the point of view of personal appearance, correct speech, good health, good manners, and all the other attributes that go to make a pleasing personality.

Then when this emergency is over, and curtailment in some business offices will be necessary, these students will be among those who will be able to meet the most rigid office requirements and thus have a better chance of being retained in their positions.

The Group for Whom These Units Were Planned

The School.-- The high school where these units were used has an enrollment of 900 pupils and is situated in Dedham, Massachusetts, one of the oldest towns in the country. This school year (1944-45) the town celebrates the tercentenary of the establishment of the first public school supported by public taxation in the country.

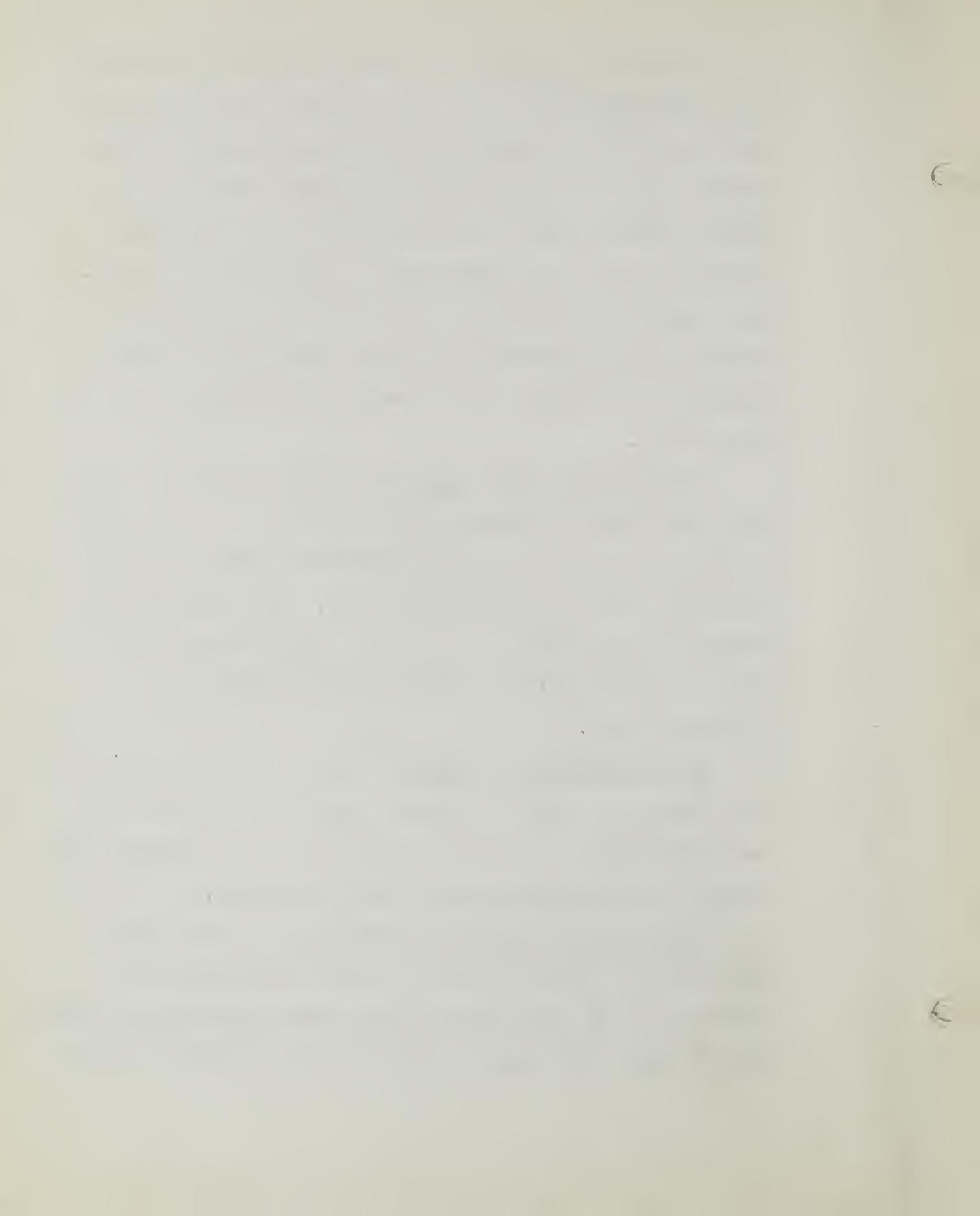


The town is situated ten miles south of Boston and is a residential town. In town affairs, and particularly in school affairs, the town is most conservative. Many descendants of the early settlers (1636) still live in Dedham, but not many of the children attend the public schools. There is a considerable population of foreign-born and the American-born children from these homes do attend the public schools. A great majority of these children are students in the commercial department of the high school.

The group for whom these units were planned.-- These units were planned and used by a class made up of thirty-one girls who had elected the commercial course during their four years of high school work. They made up the secretarial division of the class. It is planned that students in this division must have an intelligence quotient of 110.

The distribution of ages.-- The ages of the girls in this group as of April 1, 1944, ranged from fifteen years and seven months to seventeen years and three months. The average age was sixteen years and nine months.

Intelligence quotient of the group.-- The Terman Group Tests of Mental Ability, Form A, were given in December, 1939, when these students were entering the junior high school. The range of intelligence quotient was from



100 to 138. Twenty-nine had 110 or more; three fell below 110. The median was 118. The three who fell below 110 were in the division on the insistence of parents and against the advice of the school authorities, who felt that they would not be able to do the work required in this particular division.

Reading comprehension.-- The test in reading comprehension given in December 1939 showed a range of from a seventh grade level to a tenth grade level. The median was that of a ninth grade level, which was two years beyond their actual school grade.

Language usage.-- The test in language usage showed a range from the seventh grade level to the eleventh grade level. The median was that of the tenth grade, which was three years beyond the grade level.

Scholastic achievement.-- Twelve of the girls have been honor students during their high school years. (An honor student is one whose marks during each six-week marking period do not fall below B in any subject). Twenty-one of the girls have received marks of A or B in all commercial subjects during these same years.

Future plans of members of the group.-- All of the students in this division plan to find work in offices immediately after graduation. Fifteen hope to continue their studies by attending evening classes in commercial work

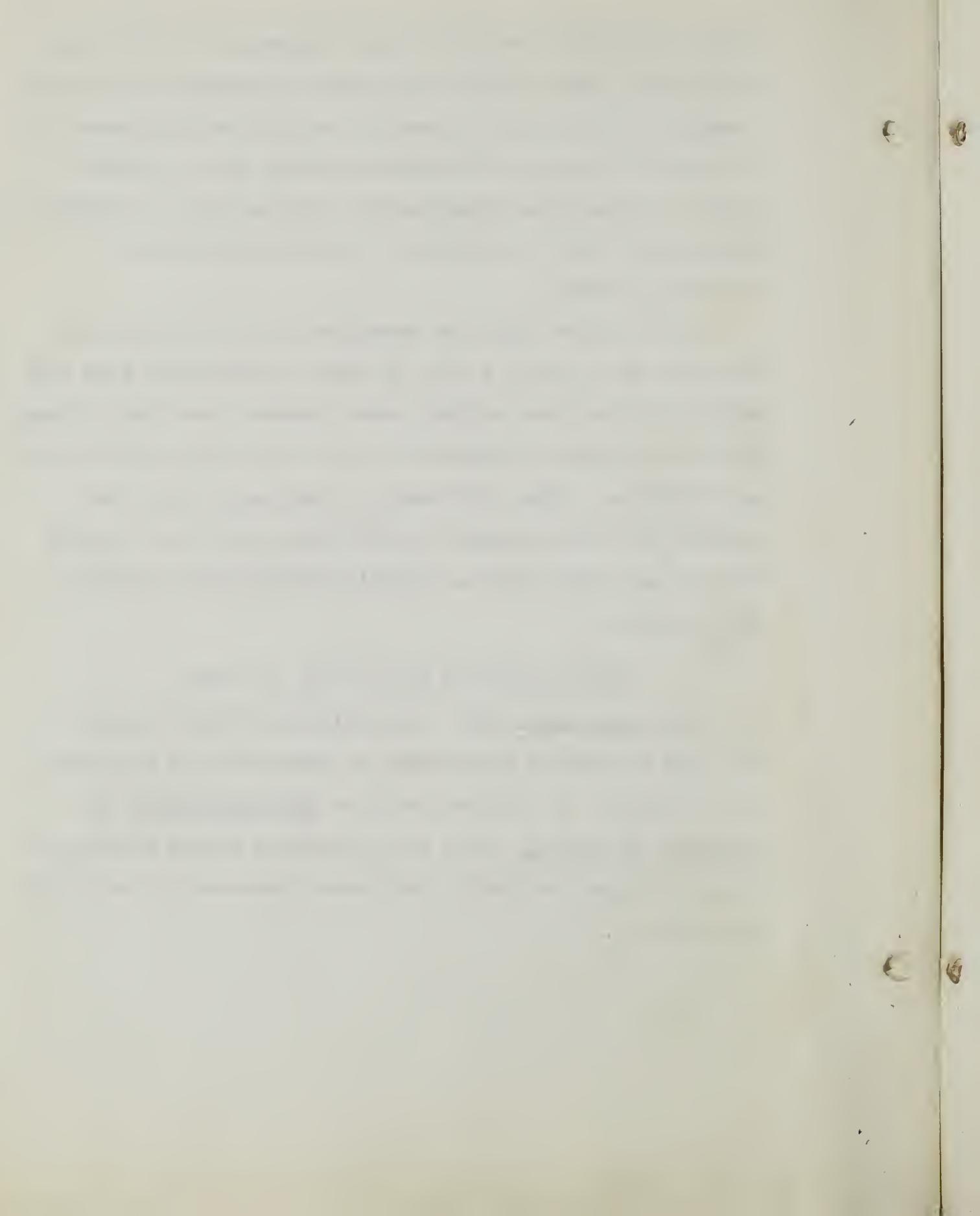
[The text in this section is extremely faint and illegible. It appears to be a list or a series of entries, possibly containing names and dates, but the specific details cannot be discerned.]

at the university level; four are interested in, and hope to continue, art work with the idea of entering the field of commercial art; one girl plans to attend evening classes at law school; two more, of Italian descent, hope to become court or immigration interpreters; and one girl, a particularly good student in English, is planning to become a reviewer of books.

All of these girls are ambitious, but it is necessary that they go to work as soon as they are graduated from high school and they must satisfy their personal ambitions through their own efforts. Financially, not one of them can hope for aid from home. They will have to start out in jobs far removed from their goals, but the school will try to place them in work that will be helpful when they have reached their goals.

Definitions and Explanation of Terms

The terms used.--The terms defined in this section and used throughout this study are those used by Professor Roy O. Billett in a course entitled Unit Assignment in Secondary Education, which was offered in Boston University School of Education during the second semester of the school year 1943-44.

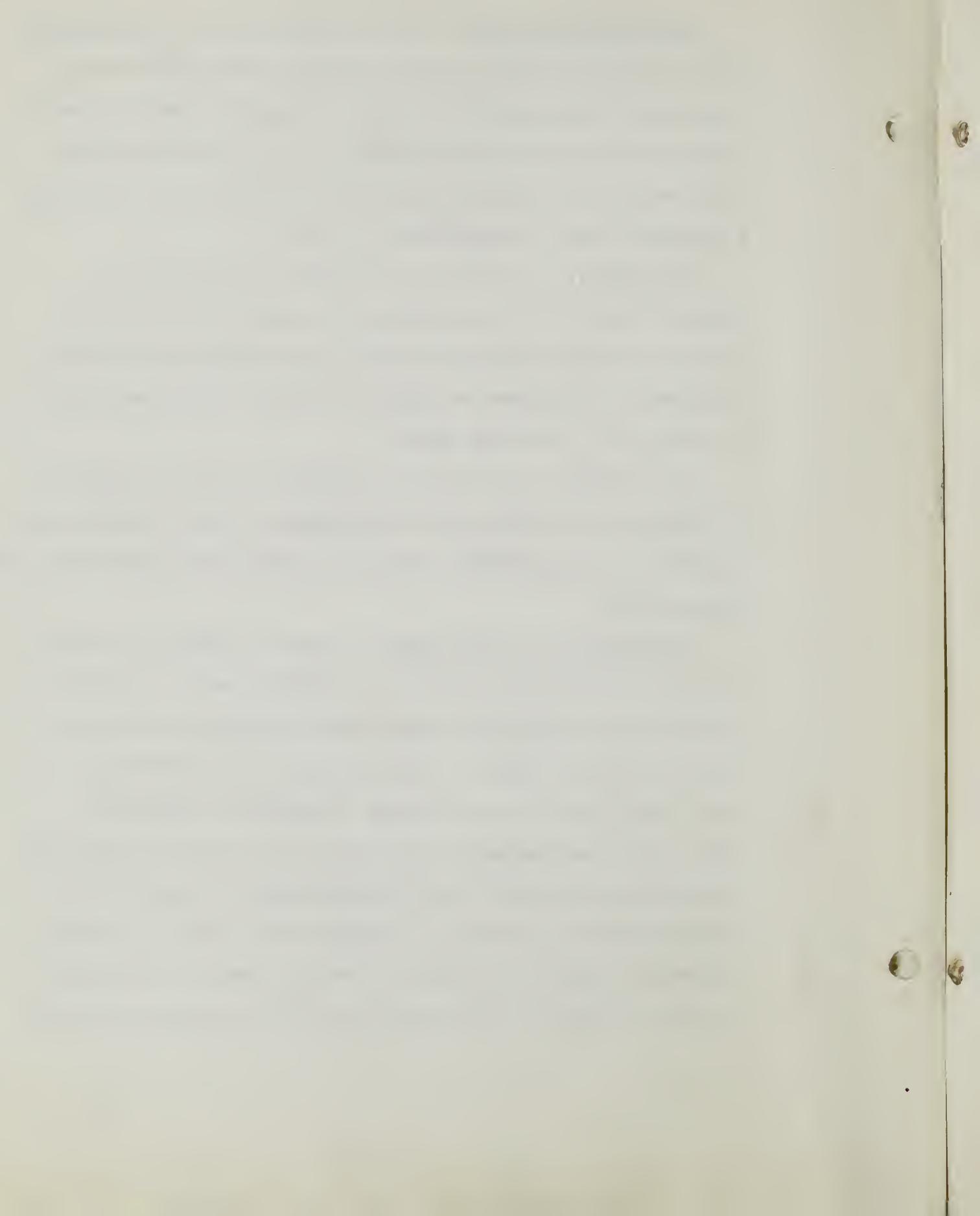


Unit organization.-- Unit organization is a systematic way of getting ready to do what ought to be done in any good teaching-learning cycle and of getting ready to leave undone what ought to be left undone. It concerns itself with helping to create situations in which pupils may find worthwhile goals toward which to work.

The unit.-- A unit is a statement, expressed in complete declarative sentences, of goals to be acquired, of the attitudes, understandings, appreciations or skills a student is expected to acquire during a definite period of study of a definite topic.

In building the unit, an attempt is made to reproduce as nearly as possible, life situations in the classroom and to work on real problems chosen from the life experiences of the pupils.

Delimitation of the unit.-- A unit is usually stated in a few declarative sentences. Usually it is necessary to decide and definitely state how much ground is to be covered in the study, to set boundaries more definite than those given in the general statement of the unit. These limiting statements are made in the form of complete declarative sentences and constitute what is called the delimitation of the unit. Together with the unit, these statements should make the best word picture the teacher is able to give of the objectives of the teaching-learning



cycle which follows.

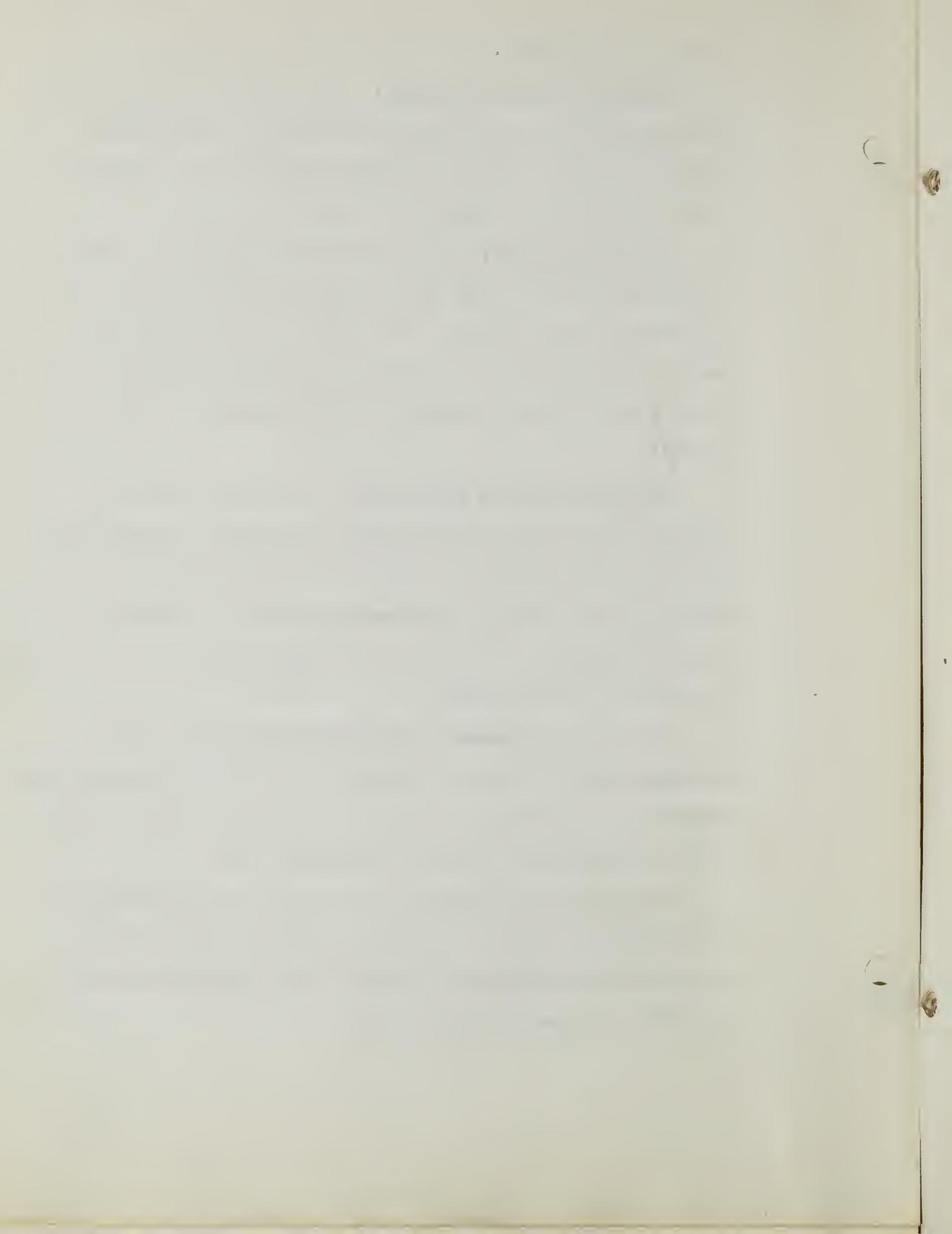
Tentative time allotment.-- An estimate of the time to be spent on the unit should be made by the teacher. This is usually from one to four weeks; it is not wise to plan a unit for more than four weeks.

Unit assignment.-- All activities designed to help the student achieve the goals stated in the unit and the delimitation are listed. They include all reading and reference work to be done, and all other activities which would lead to the achievement of the goals set forth in the unit.

Optional related activities.-- For the benefit of students who finish the minimum assignments and then have a desire to do additional work, activities related to the desired goals should be suggested. There is almost no limit to the type of constructive activities in which students may be able to take part.

It must be remembered that these activities are optional and the student engages in any of them because she wants to. She may also cease work on an activity at any time she so desires without completing it.

These optional related activities are suggested by the teacher and may be written in cards (library size) and kept in a box on the teacher's desk where they may be consulted by pupils at any time.



Incidental learning products.-- Many skills, attitudes, and appreciations not definitely stated as part of the unit concepts will often become a valuable part of the work.

These should be stated in advance by the teacher and may be revised as new results are noted in the teaching of the unit. It is possible, too, that some of these learning products will not become clear to the pupil involved until long after the work of the unit is completed.

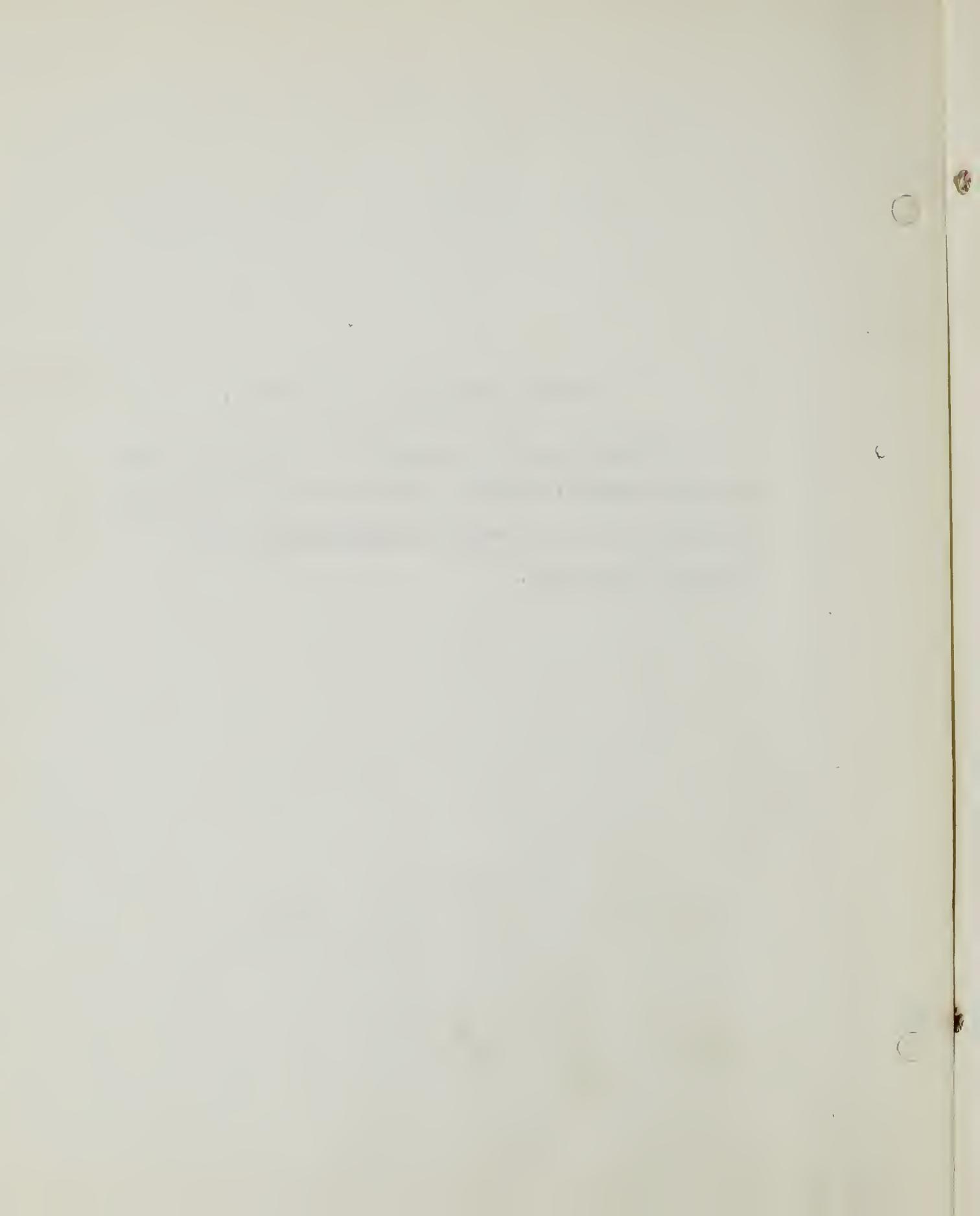
CHAPTER II

A UNIT PREPARING PUPILS FOR A PERSONAL INTERVIEW
WITH A PROSPECTIVE EMPLOYER



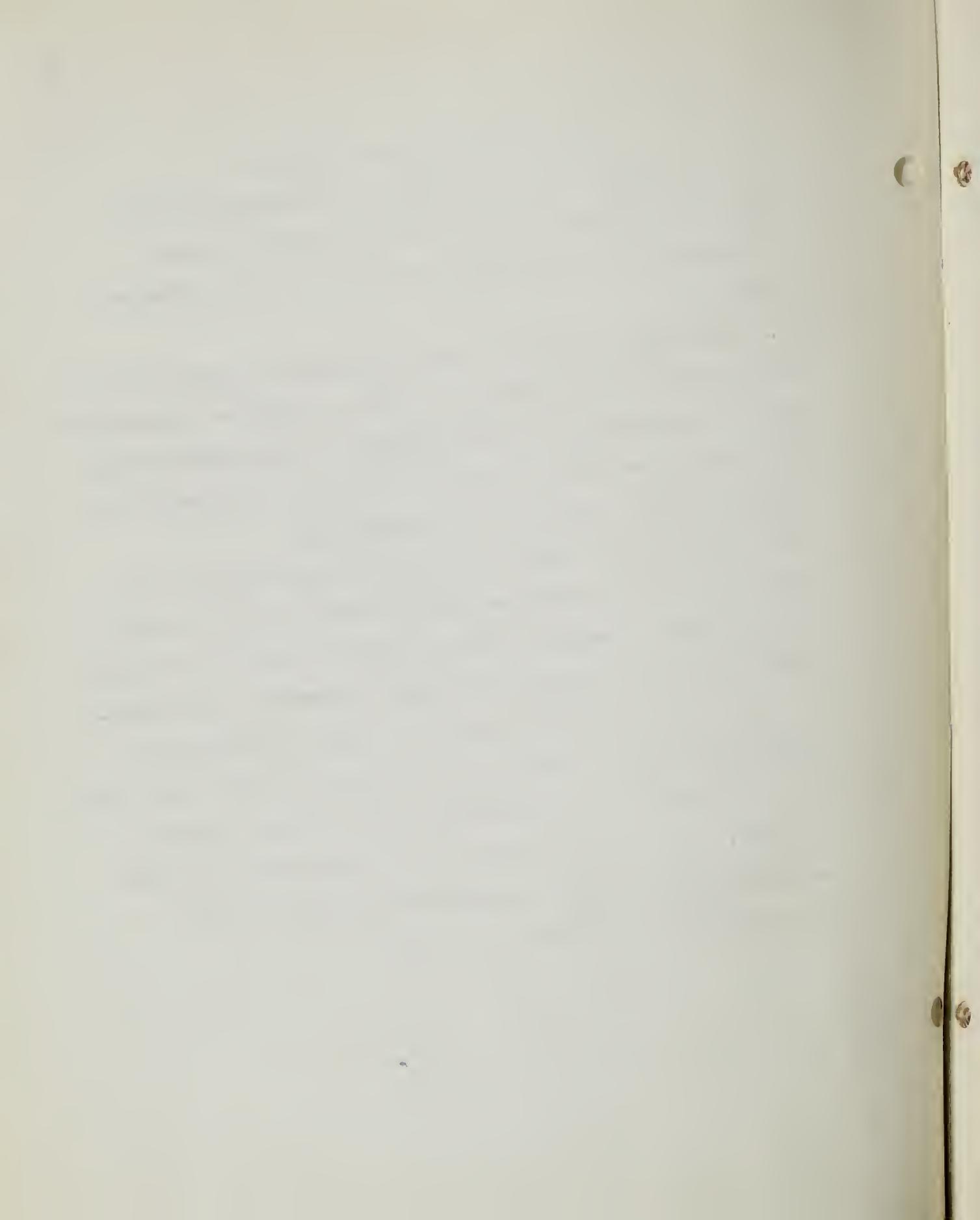
General Statement of the Unit

A student seeking employment is judged not only by her scholastic record but also by the impression she makes upon a prospective employer during a personal interview.



The Delimitation of the Unit

1. The student will be judged by her personality, her attractive personal appearance, her speech, and her appearance of good health, when she goes for a personal interview.
2. Desirable personality characteristics -- consisting of such matters as the wearing of becoming clothes appropriate for the occasion; a well-groomed appearance; good health; a confident bearing; a pleasing voice; good manners; consideration for others -- can be acquired.
3. Conscious development begins with self-analysis and must be followed by the setting of definite goals toward improvement, in order to develop those traits of character and personality that are essential to success in business.
4. It is not a difficult matter to secure a position in these war days, but after this emergency is over, only those who have good scholastic records, good school attendance records, and who meet such personal requirements as those mentioned above, will be able to secure and hold the positions so easily acquired in 1944.



Incidental learning products

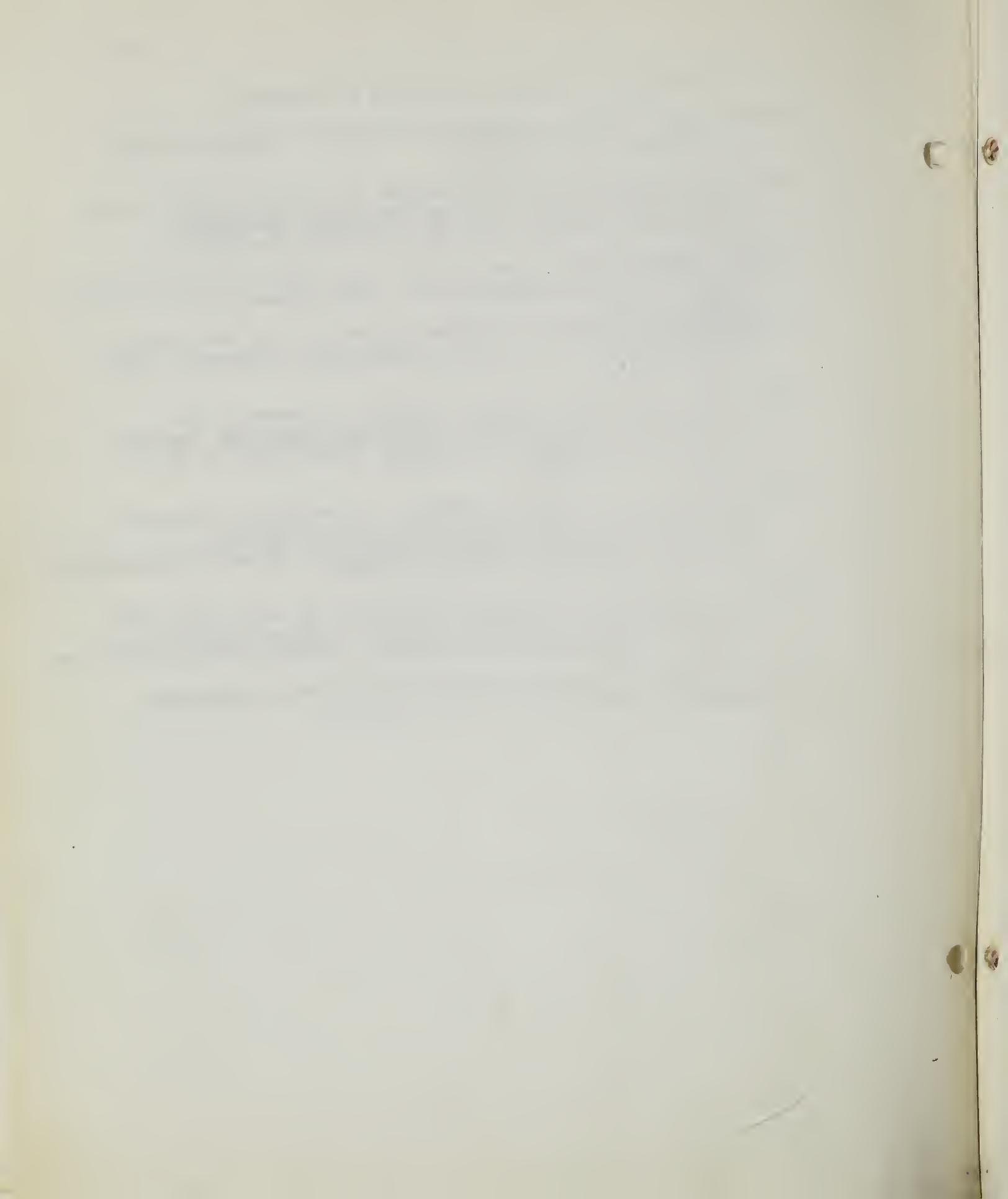
The pupil should

1. learn to appreciate the value of honest, truthful self-criticism and self-appraisal.
2. attain a certain poise through talking with teachers from other departments and with people in the business world.
3. learn to work with a group of classmates, and through working with them, learn to know them better.
4. learn to take directions from a classmate--in charge of the class--graciously and willingly.
5. learn how to plan and use time.
6. contribute to the planning of the lesson.
7. increase her vocabulary through talking with others and through her reading for these discussions.
8. become acquainted with many authorities and many points of view on various phases of these discussions and then learn to make a personal choice intelligently.
9. learn, through the discussion concerning the care with which one should select and care for clothes, to make a habit of so doing.
10. learn not to "follow the crowd" in the matter of dress.
11. have an appreciation of the fact that as a prospective employee, she is old enough to face practical life situations and make decisions on her own.



References of Particular Value to Teachers

- Abrams, Ray, "Business Demands Personality", Balance Sheet (November, 1941) 101-107.
- Allison, Samuel P., "The "I" Factors in Selecting Employees", Fifteenth Yearbook, Eastern Commercial Teachers Association, Somerville, N. J., 1942. pp. 245-253.
- Chapman, Paul Wilbur, "The Teacher's Influence on Personality Traits", Balance Sheet (April, 1941) 344-45.
- Cooper, Agnes Pearson, "Teaching Personality by the Contract Method," Journal of Business Education (February, 1942) 27: 31-32.
- Davis, Marilyn Parks, "Using Scientific Research as an Aid to Personality Study", Fifteenth Yearbook, Eastern Commercial Teachers Association, Somerville, N. J. 1942. pp. 355-362.
- Fairheller, N. F., "How the Teacher of Secretarial Subjects May Develop Personal Qualities in his Pupils", Fourteenth Yearbook, Eastern Commercial Teachers Association, Somerville, N. J., 1941. pp. 98-105.
- Lockhead, Charlotte, "Selling the Product of the School with Dress and Style", Twelfth Yearbook, Eastern Commercial Teachers Association, Philadelphia, Penn., 1939. pp. 374-378.
- Tracy, Rhoda, "A Course in Personal Development, Business Education World (June, 1940) 841-842.



The Unit Assignment

Time allotment.-- Twenty periods of forty-two minutes each have been reserved for this unit. At least fourteen periods will be used for class discussion periods.

Introduction.-- The prospective employer judges appearance as it is expressed in terms of wearing apparel, personal grooming, and posture; speech as it is expressed in terms of voice and diction; health as it is reflected in the vigor and vitality of the candidate; he considers all these attributes as part of a pleasing personality.

Class and laboratory activities.--This part of the assignment is divided into four parts:

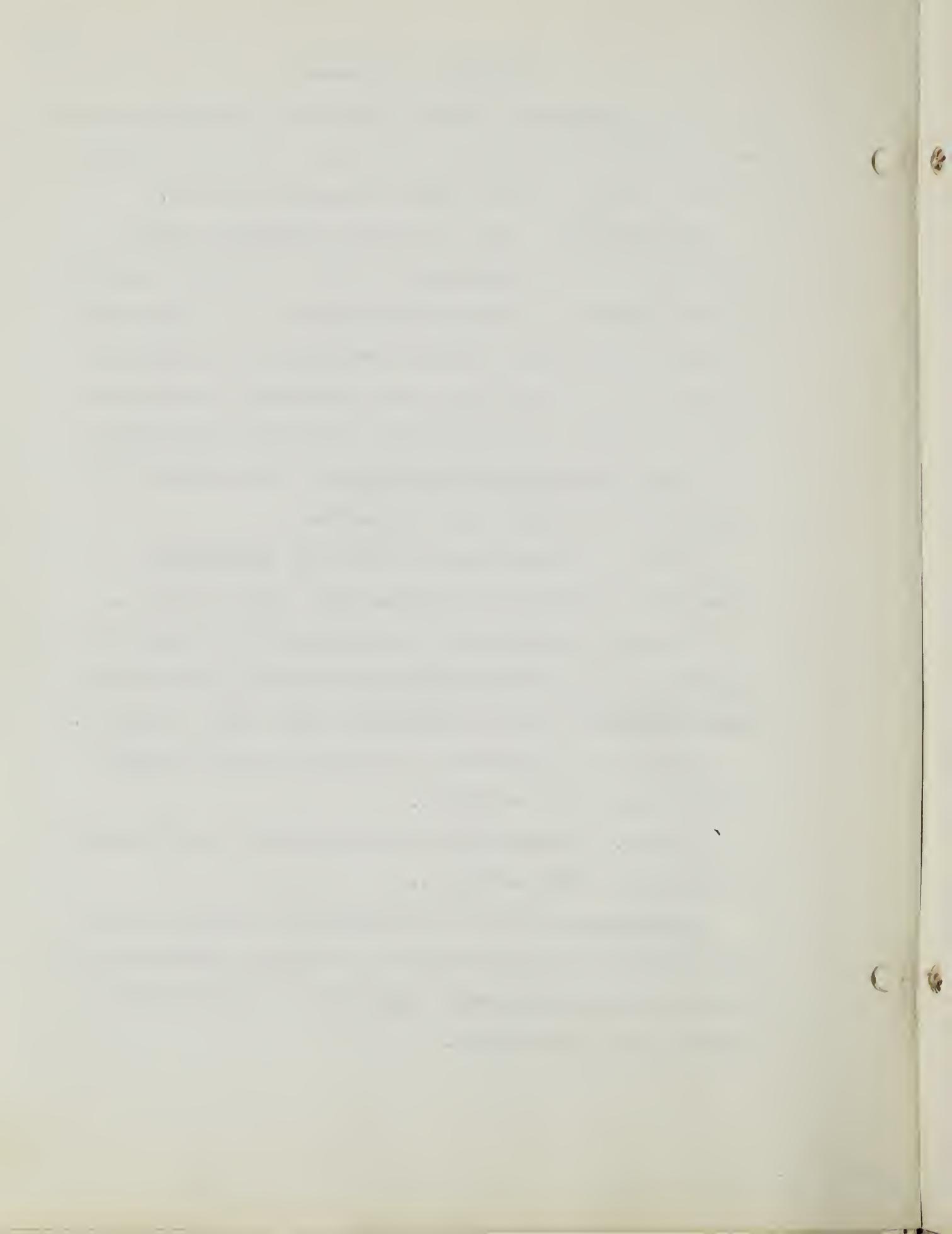
Part 1. a discussion of traits of personality essential to success in business and a test on Part 1.

Part 2. A discussion of the value of an attractive appearance in business--appropriate dress, correct shoes, good grooming, correct accessories, and a test on Part 2.

Part 3. A discussion of the value of good health in business. Test on Part 3.

Part 4. A discussion of the value of correct speech in business. Test on Part 4.

Evaluation.-- This will consist of a re-checking of charts made during discussions to estimate improvement in personality as reflected by appearance, speech, voice, posture and health habits.



PART I.

A DISCUSSION OF TRAITS OF PERSONALITY ESSENTIAL
TO SUCCESS IN BUSINESS

(C

8

(C

8

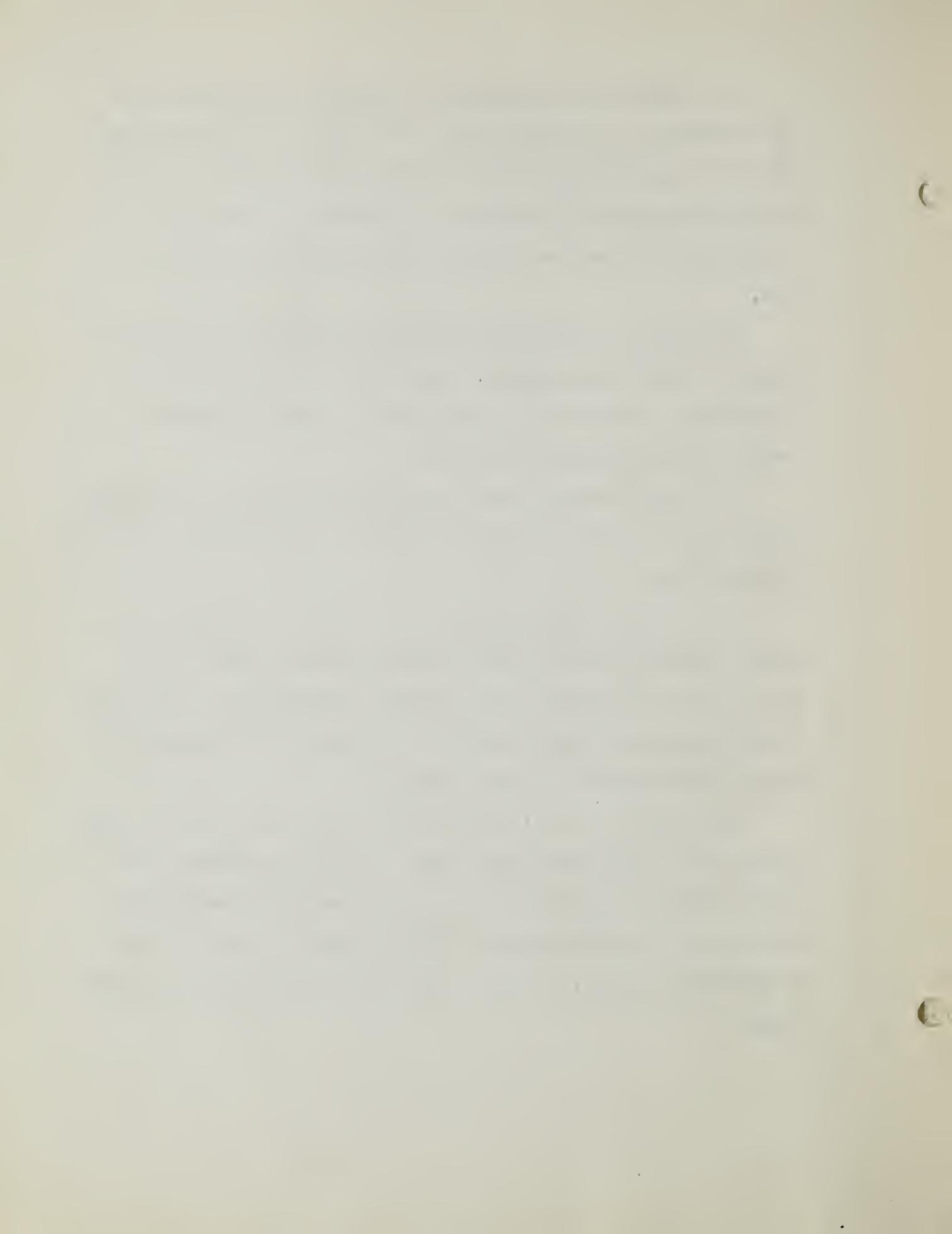
1. Conscious development of personality begins with self-analysis. You will check your own traits against the chart of the Business Education Council attached. Do this before we begin any reading or discussion. This is an evaluation of your own strength and weaknesses as seen by you.

2. When the chart is completed, draw the profile on page 1. Study the profile. Are there any traits below the average line? If so, determine to begin at once to improve these particular traits.

3. What does the word "personality" mean to you? What do you think of when you hear some one say "She has a pleasing personality."

4. Can you recall two or three people who made good first impressions upon you. Do you remember what it was about them that caused the favorable impression? Were your first impressions justified? Did you try to cultivate the traits you admired in these people?

5. Can you recall two or three people who did not make good first impressions upon you? Do you know what it was about them that caused you not to be favorably impressed? Were your first impressions right? Have you any of their unfavorable traits. If you have, have you tried to overcome them?



I MENTAL ALERTNESS

	5	4	3	2	1	0
1. Grasp of Instructions	Grasps instructions almost instantly and with unerring accuracy	Understands instructions very readily	Follows ordinary instructions satisfactorily	May misunderstand instructions unless amplified	Fails to understand instructions even after repetition or amplification	
2. Profit from Mistakes	Never makes the same mistake twice	Is quick to profit from mistakes	Avoids repetition of serious mistakes	Is slow to profit from mistakes	Makes same mistakes over and over	
3. Active Attention	Always mentally active and attentive in class	Generally mentally active and attentive in class	Usually attends to business in class	Frequently inattentive in class	Habitually wool-gathering in class	
4. Intellectual Curiosity	Constantly seeks information above and beyond point reached in class	Frequently seeks information in excess of that required in class	Occasionally interested in finding out about allied material which is not required	Seldom interested in phases of the subject not covered by assignment	Exhibits no interest in any material beyond the actual assignment	

II INITIATIVE

	5	4	3	2	1	0
1. Self-Instituted Activity	Habitually attempts work well beyond the required minimum	Often attempts work beyond the required minimum	Sometimes attempts work beyond the required minimum	Usually attempts little work beyond the required minimum	Very rarely attempts work beyond the required minimum	
2. Assignment Preference	Much prefers very general, rather than specific assignments	Likes to work on general assignments	Willing to work on general assignments	Prefers specific rather than general assignments	Much prefers specific and detailed directions	
2. Voluntary Contributions	Always volunteers to contribute to classwork	Makes frequent voluntary contributions to classwork	Sometimes volunteers contributions to classwork	Offers contributions to classwork only when urged	Seldom offers any contribution even when urged	
4. School Leadership	Seeks positions of leadership in school activities	Likes to lead in school activities	Willing to lead in school activities if asked	Usually avoids positions of leadership in school activities	Refuses positions of leadership in school activities	

III DEPENDABILITY

	5	4	3	2	1	0
1. Trustworthiness	Steadfastly honest, truthful, and reliable at all times	Can regularly be relied upon with confidence	Exhibits only infrequent and very minor lapses from complete reliability	Well-intentioned, but might succumb to strong temptation	Needs to be watched. Cannot be trusted implicitly	
2. Persistence	Exceedingly persistent. Voluntarily bends every energy to finish task	Unusually persistent. Seldom deterred by difficulties	Fairly persistent. Ordinarily finishes a task before leaving it	Tends to leave difficult tasks unfinished unless encouraged to continue	Easily deterred by obstacles. Often gives up even if urged to continue	

III DEPENDABILITY (cont'd)

	5	4	3	2	1	0
3. Punctuality	Unvaryingly punctual in completing assignments and in keeping appointments	Seldom avoidably late with assignments or appointments	Normally is reasonably prompt	Not always careful as to promptness	Frequently late and careless with assignments and appointments	

	5	4	3	2	1	0
4. Obedience to Rules	Invariably adheres to all school rules and regulations	Is conscientious in adhering closely to school rules and regulations	Usually adheres to the spirit of all important regulations	Occasionally guilty of an infraction of school or classroom rules	Frequently guilty of serious infractions of school rules	

IV COÖPERATIVENESS

	5	4	3	2	1	0
1. Group Work	Works actively and harmoniously with others in all group enterprises	Works decidedly well with others in most group enterprises	Gets along satisfactorily with others in group enterprises	Not a good team worker	Often conspicuous for poor teamwork	

	5	4	3	2	1	0
2. Effect on Group	Markedly strengthens morale of any group of which he is a member	Is generally a beneficial influence on group morale	Has little noticeable effect on group morale	Occasionally has a subversive influence on group morale	Is definitely injurious to group morale	

	5	4	3	2	1	0
3. Altruism	Invariably conducts self so as to further best interests of group	Generally sets welfare of group above any selfish interest	Usually subordinates selfish interests to important needs of group	Sometimes sets selfish interests above welfare of group	Is noticeably self-centered, even at expense of group welfare	

	5	4	3	2	1	0
4. Receptivity to Suggestions	Invariably welcomes suggestions for improvement from any source	Is usually receptive toward suggestions for improvement	Generally accepts direct suggestions for improvement	Sometimes unreceptive toward suggestions for improvement	Is generally unreceptive to suggestions	

V JUDGMENT

	5	4	3	2	1	0
1. Sense of Values	Is unfailingly keen of insight in distinguishing the important from the unimportant in classwork	Generally distinguishes the important from the unimportant in classwork even when confusion might be easy	Distinguishes satisfactorily between the important and the unimportant in classwork	Occasionally confuses the important with the unimportant in classwork	Commonly neglects crucial issues in classwork through attention to the unimportant	

	5	4	3	2	1	0
2. Deliberativeness	Always considers carefully all aspects of problem situation before proposing solution	Usually considers all important aspects of problem situation before proposing solution	Seldom proposes solution to important problem situation without some preliminary analysis	Sometimes proposes solutions to problem situations without any preliminary analysis	Is constantly jumping at conclusions	

	5	4	3	2	1	0
3. Tact	Extremely gifted in discerning the best thing to do or say when dealing with others; never gives any offense	Usually says or does the suitable thing when dealing with others	Only rarely gives any offense through ill-considered speech or action	Sometimes says or does the wrong thing when dealing with others	Frequently gives offense through lack of discernment in speech or action	

	5	4	3	2	1	0
4. Worth of Opinions	His opinion invariably sought by colleagues in deliberative assemblies	His opinion usually valued by colleagues in deliberative assemblies	His views generally accorded a courteous reception	His opinion not generally sought by colleagues	His opinions accord little esteem in deliberative meetings	

VI PERSONAL IMPRESSION

	5	4	3	2	1	0
1. Neatness and Cleanliness	Always extremely clean and neat as to both person and attire	Usually very neat and clean	Generally conforms to ordinary standards of neatness and cleanliness	Sometimes negligent as to neatness or cleanliness of person or attire	Frequently careless and sometimes slovenly as to neatness and cleanliness	
2. Prepossession	Makes outstandingly good impression by his posture, gait, and general carriage	Posture, gait, and general carriage all definitely good	No noticeable shortcoming in posture, gait, or general carriage	Posture, gait, or general carriage not above criticism	Posture, gait, or general carriage leaves much to be desired	
3. Taste in Attire	Invariably clothed and groomed in the best of taste	Usually clothed and groomed in entire appropriateness and good taste	Generally avoids offending against good taste in grooming or attire	Occasionally offends by poor taste in clothes or grooming	Frequently offends against good taste in either grooming or dress	
4. Speech	Both diction and voice modulation such as always to create very favorable impression	Diction and voice modulation both definitely pleasing	Diction and voice modulation generally entirely acceptable	Diction sometimes faulty or voice modulation unpleasant	Speech creates unfavorable impression through seriously faulty diction or distinctly unpleasant voice	

VII COURTESY

	5	4	3	2	1	0
1. Consideration	Constantly shows helpful consideration of other people in many small ways	Generally thoughtful and considerate of other people	Generally not inconsiderate	Occasionally self-centered or inconsiderate	Generally thoughtless and self-centered; occasionally actively unkind	
2. Manners	Manners invariably demonstrate natural grace and refinement	Generally refined and well-mannered	Generally polite and respectful	Only rarely impolite or disrespectful	Manners often somewhat crude; sometimes definitely offensive	
3. Deportment	Attention, order, and general deportment in class invariably excellent	Deportment usually very good	Deportment generally satisfactory	Deportment occasionally unsatisfactory	Deportment frequently unsatisfactory	

VIII HEALTH

	5	4	3	2	1	0
1. Illness vs. Wellness	Robust health; practically never ill	Good health; rarely absent from school on account of illness	Adequate health; days lost due to sickness not above average	Health only fair; absences due to illness not infrequent	Frail and delicate; ill health often interrupts schooling	
2. Stamina	Tireless and full of energy, even after a long day	Energetic and vigorous, but effort not always sustained	Capable of fairly sustained effort, especially if fresh	Has periods of sustained effort, but tires fairly easily	Has little stamina for sustained effort, even when fresh	

6. Stand in front of the room and greet several entering students. Try to greet each one differently. Have the class analyze your way of making a good or bad first impression on them.

7. Did you ever ask your best friend to observe and to analyze you for unfortunate mannerisms that you should correct? Did you take the criticism in the spirit in which it was given and try to correct these bad mannerisms?

8. Take part in a class mutual helpfulness hour in which you give and receive from classmates suggestions for personal improvement. Can you "take it?"

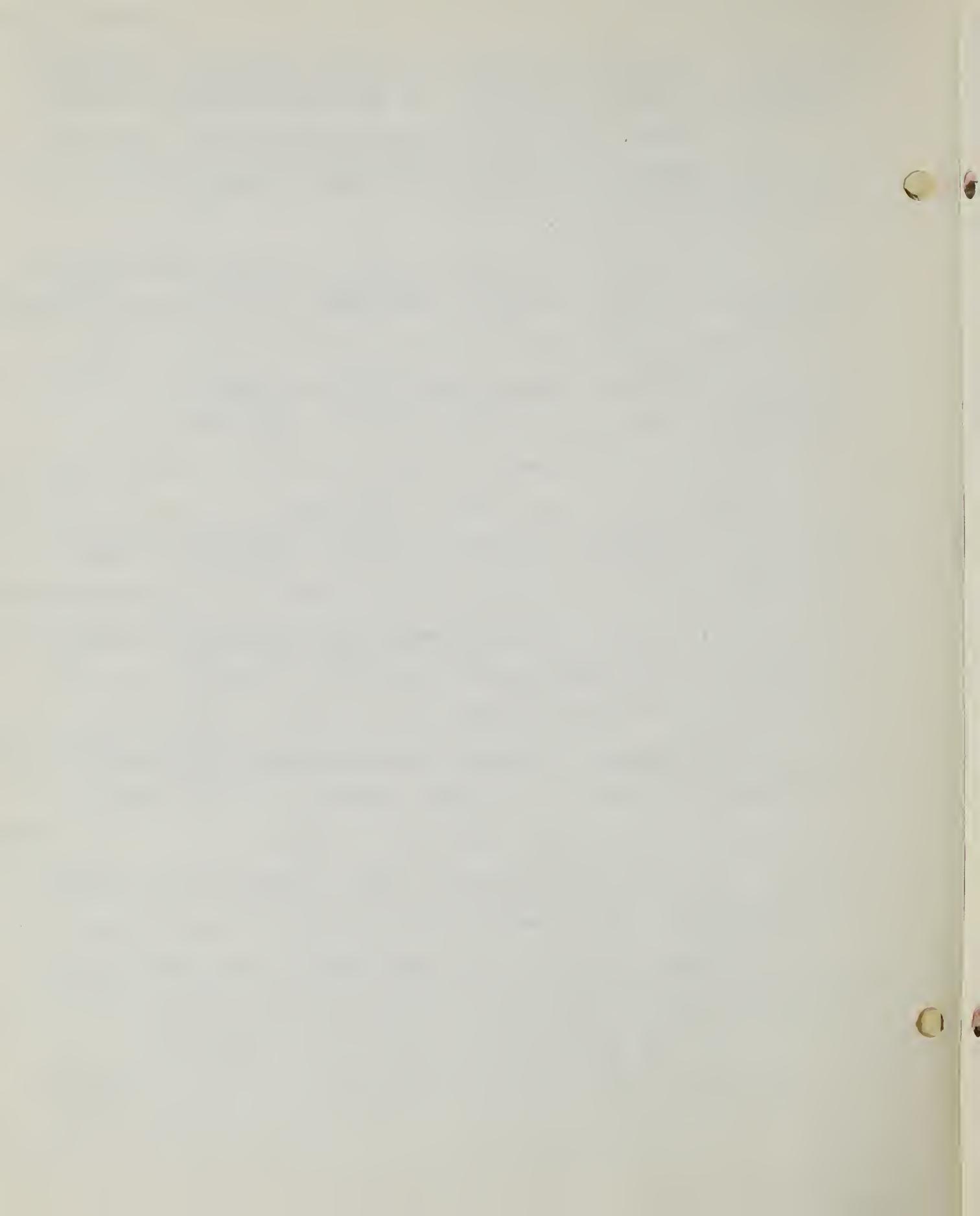
9. How important do you think is the ability to get along with others? How does that affect a pleasing personality?

10. Can you list ten reasons why an employer prefers office workers with good personalities? Compare your list with the lists made by others in the class. Pass them in.

11. Hobbies are often an expression of personality. Have you a hobby? Frequently employers ask about hobbies. Be prepared to discuss your hobby in class.

12. Name three nationally known persons who have the reputation for possessing unusual personalities. Why did you choose your particular three? Why do they interest you particularly? Write your reasons and hand them in.

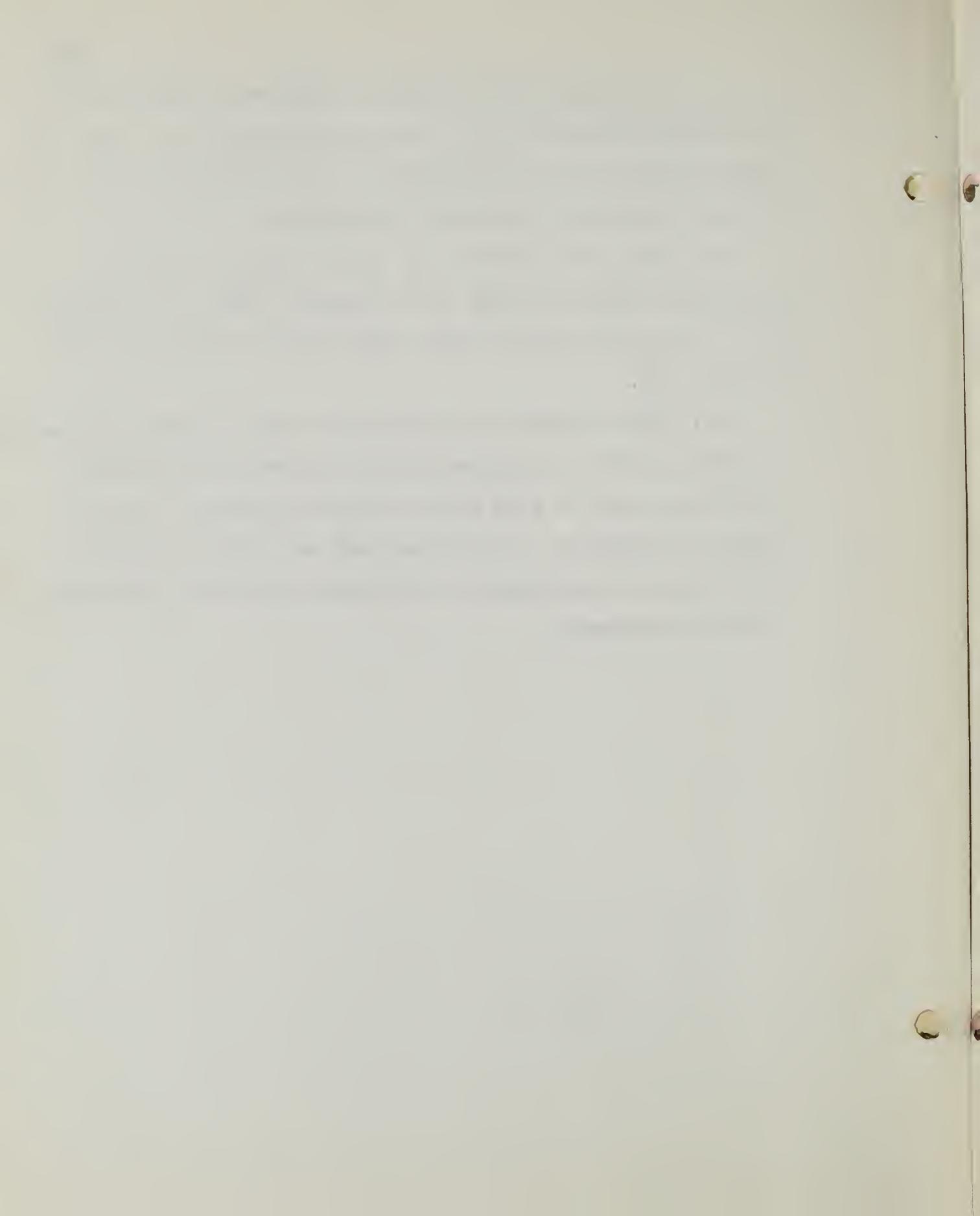
13. Two of your former teachers, Mr. Greene and Mr. LaGuern, are now in the armed service. One was drafted;



the other enlisted; both entered as privates. They are now Captain Greene and 1st. Lieutenant LaGuern. Can you think of some traits of character or personality that may have had much to do with their advancement.

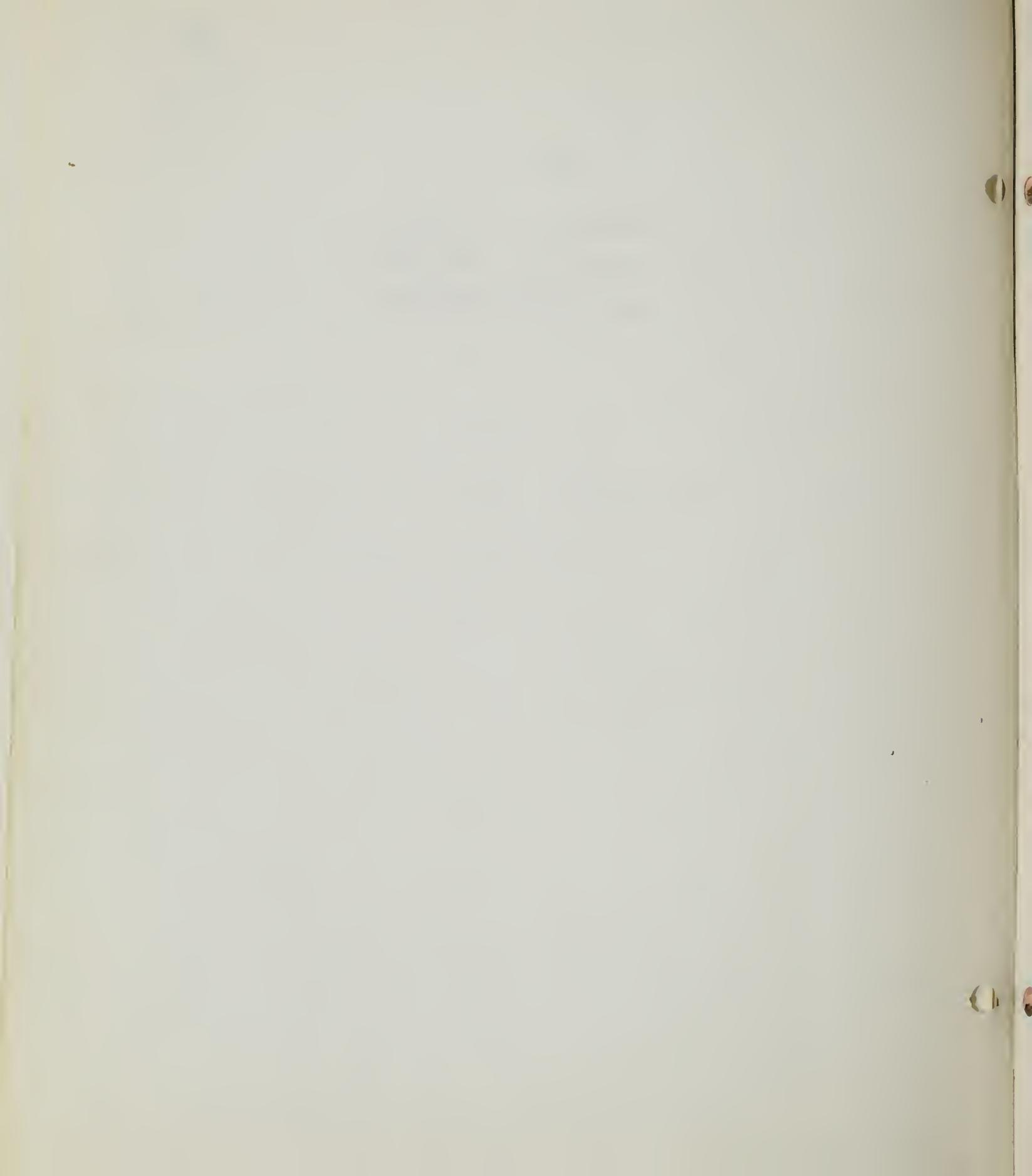
14. Have you received any suggestions during this discussion that might help you to improve your personality? If so, hand in a list of these suggestions--keep a copy for your own use.

15. Most of the work of this part will be class discussion. In order to think intelligently about these questions and suggestions, and to take part in class discussion with any degree of authority, it might be well to read the chapters on personality development in at least two of the references in the bibliography.



PART 2

A DISCUSSION OF THE VALUE
OF AN ATTRACTIVE APPEARANCE
FOR THE PERSONAL INTERVIEW



1. Class discussion of the attached good grooming sheet. Would you like to check your appearance against it for the next three weeks?

2. On the first day of this discussion, would you like to dress as for the personal interview? Then, stand in front of a full length mirror and give yourself the "mirror" test. Do you think you have that "employable" look. Does the class agree?

3. What factors in general enter into making a good appearance?

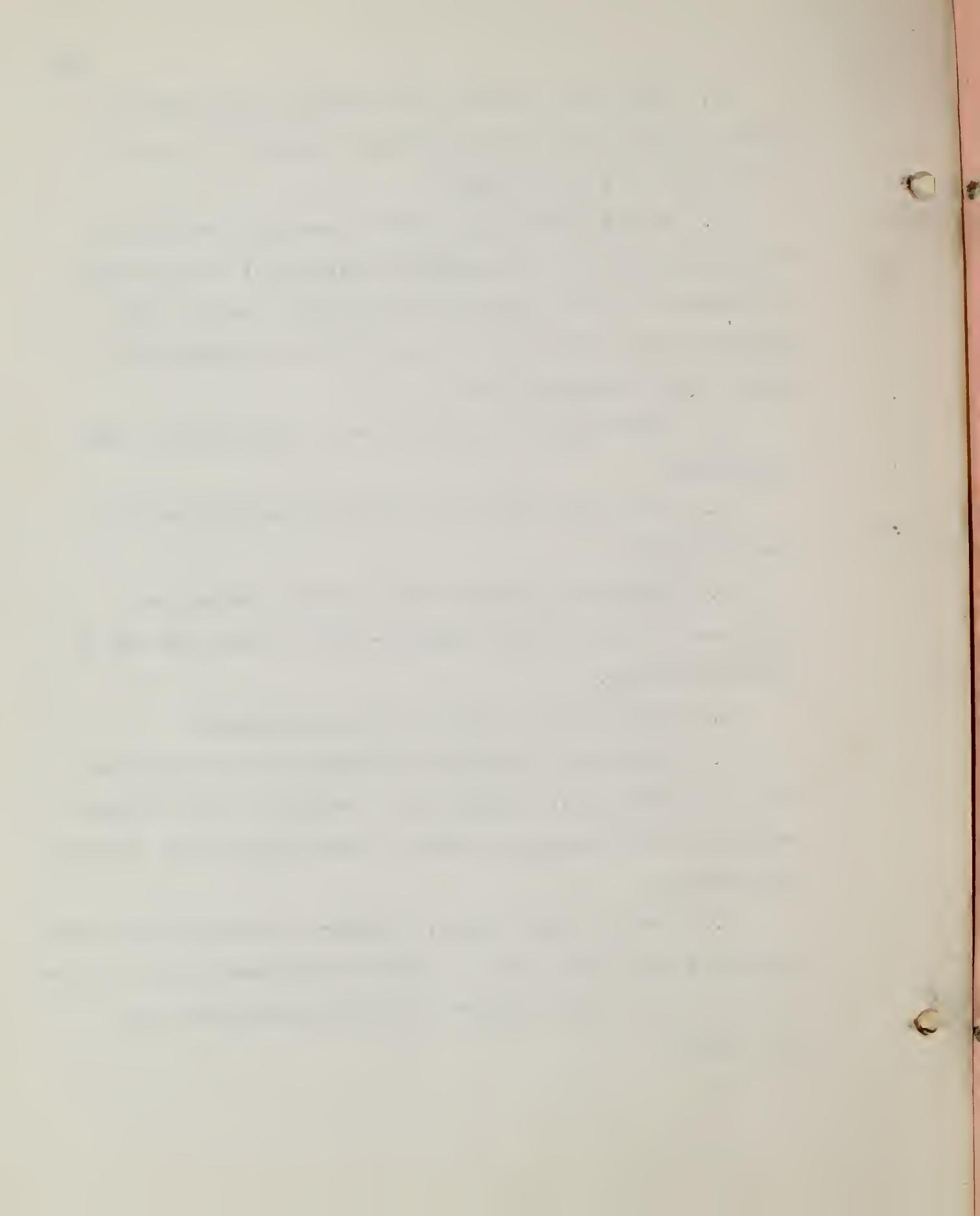
4. Why is your personal appearance so important in job hunting?

5. What do you consider the correct clothes for business? Write out your answer--save it until the end of this discussion.

6. What is the secret of choosing clothes?

7. Explain the statement--clothes are an expression of your personality. Change hats, coats, or other costume articles with classmates--what do these articles do to your personality?

8. Obtain a color chart. Prepare a list of colors that harmonize with one another. (The Art department will be glad to aid you with this problem. Make an appointment with Mr. Clarke)



GIRL'S GOOD GROOMING GUIDE

DAILY CHECK

DAY OF MONTH	DAINTINESS		TEETH		MAKEUP		HOSE		HAIR		HANDS		CLOTHES					
	BATH OR SHOWER	USE OF DEODORANT (MUM)	BRUSHED AND GUMS MASSAGED		PROPER APPLICATION	UPKEEP	FRESH DAILY	TRIM—NO RUNS SEAMS STRAIGHT	SUITABLE STYLE	BRUSH DAILY	KEPT TRIM ALL DAY (WITH OWN COMB) (THEN BRUSH SHOULDERS)	CLEAN & SMOOTH	NAILS CLEAN	POLISH NOT CHIPPED	BRUSHED, NO ODOR PRESSED-LOOKING	ACCESSORIES AND UNDERWEAR CLEAN	NO SLIP OR STRAP SHOWING OR SNAP ETC. MISSING	SHOES—CLEANED OR POLISHED
			A. M.	P. M.														
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19																		
20																		
21																		
22																		
23																		
24																		
25																		
26																		
27																		
28																		
29																		
30																		
31																		

WEEKLY CHECK

	1	2	3	4
UNDERARMS—SHAVE				
HAIR—SHAMPOO & WAVE				
COMB & BRUSH—WASH				
MANICURE				
DRESSES—CLEAN & REPAIR				
WASH GIRDLES & UNDERWEAR				
SHOES—CHECK HEELS FOR REPAIR				

SEMI-ANNUAL CHECK

PERMANENT WAVE _____
(IF NECESSARY)
DENTIST—TEETH _____

ANNUAL CHECK
GENERAL PHYSICAL
EXAMINATION BY PHYSICIAN _____

GLASSES EXAMINATION
BY OCULIST _____

MONTHLY CHECK

WARDROBE—PURCHASES TO REPLENISH NECESSARY ITEMS.

NAME _____ GRADE _____ AGE _____
SCHOOL _____ CITY _____ STATE _____

Makers of Mum Deodorant
BRISTOL-MYERS COMPANY, 45 ROCKEFELLER PLAZA, NEW YORK, N. Y.

PERSONAL CARE

Daintiness

The daily bath --- a good sudsy one --- is refreshing and contributes much to self-confidence. But a bath takes care of past perspiration only. A good deodorant is necessary to avoid unpleasant perspiration odor in the future. A soothing, fragrant cream deodorant applied underarms, to sanitary napkins, and to feet will insure daintiness throughout the day or evening.

Teeth

Form the habit of properly brushing your teeth and massaging your gums at least twice daily with a good dentifrice. In this way all food particles will be removed, while in addition, massaging the gums will help build strong healthy teeth. Remember to brush in the direction teeth grow.

Makeup

Use cosmetics with restraint --- just enough to give a wholesome effect. Don't do a rush job. Take time to apply evenly. Then remember to keep that good-looking effect by redoing several times during the day or evening, starting fresh each time. Keep powder puffs dainty and clean. Use a soothing salve and establish good health habits if blemishes are a problem.

Hair

Develop a style both becoming and trim looking. Keep hair clean by frequent shampooing. Brush it vigorously each night to attain that healthy glisten. Take time to keep hair neat and good-looking throughout the day, always remembering to brush the shoulders after each combing. If the hair on your legs is visible through stockings, remove or bleach it.

Hands

Use plenty of soap and water frequently, followed by a good hand lotion to insure smoothness. Keep nails trim and short, and care for cuticle. For daytime wear, the lighter shades of polish are the most acceptable.

GROOMING FOR THE JOB

GROOMING OF PERSON

HAIR
TRIM, WELL BRUSHED, NOT TOO LONG, BRUSH SHOULDERS AFTER COMBING.

FACE
CLEAR SKIN, MODERATE MAKE-UP (ESPECIALLY LIPSTICK) FRESHLY APPLIED.

TEETH
WELL-BRUSHED, GOOD REPAIR, NO UNPLEASANT BREATH.

BATH - PLUS DEODORANT
FOR UNDERARMS DAILY.

HANDS
CLEAN, SMOOTH, NAILS NOT TOO LONG, LIGHT SHADE OF POLISH, CLEAN GLOVES.

CLOTHES AND ACCESSORIES

HAT
WELL-BRUSHED, SMART, BECOMING, NOT TOO EXTREME.

ACCESSORIES
FRESH, SIMPLE, NO FLASHY JEWELRY

BRASSIERE and GIRDLE
WEAR FOR PROPER FIT OF CLOTHES.

DRESS or SUIT
CONSERVATIVE, SIMPLE, WELL-FITTED, SMART, NO OPEN PLACKET, HEMLINE EVEN, NO SLIP SHOWING, CLEAN, PRESSED, NO ODOR.

STOCKINGS
FRESH DAILY, SEAMS STRAIGHT, NO RUNS, NO VISIBLE HAIR ON LEGS.

SHOES
CLEAN OR POLISHED, SIMPLE, COMFORTABLE, MEDIUM HEEL---NOT RUN OVER.

Published in the interests of BETTER PERSONAL GROOMING by the makers of MUM DEODORANT

CLOTHES

Your ensemble should be conservative but smart-looking. Let your clothes serve as the background for your personality, selecting them for suitability of style, color and fit. In planning your wardrobe, bear in mind that building around one basic color is sound as well as economical. Above all, attain that well groomed effect by keeping clothes clean, odorless and pressed looking, with all snaps and buttons in place. Wear fresh hose daily for wear, fit and cleanliness. Wear garters which hold stockings firmly without being tight. Learn to mend hose neatly. A last minute check in a full-length mirror to see that slip is not showing, stocking seams are straight, and shoes are trim and neat gives added assurance.

BRISTOL-MYERS COMPANY, 45 Rockefeller Plaza, New York
(Makers of Ipana Tooth Paste --- Mum Deodorant --- Tushay Lotion)

9. Can you select the colors you should wear from this color chart? How do these colors selected check with your wardrobe?

10. Cut advertisements from the newspapers or pictures from the magazines emphasizing style and color in clothes. Post them on the bulletin board for class discussion. Can you defend your contribution?

11. Begin to think about the clothes you will need for business. Which should you consider in selecting clothes--simplicity or plainness; style or becomingness; the latest fashion or the appropriateness of the outfit?

12. What do we mean when we speak of a "basic" dress? What do you think of the idea?

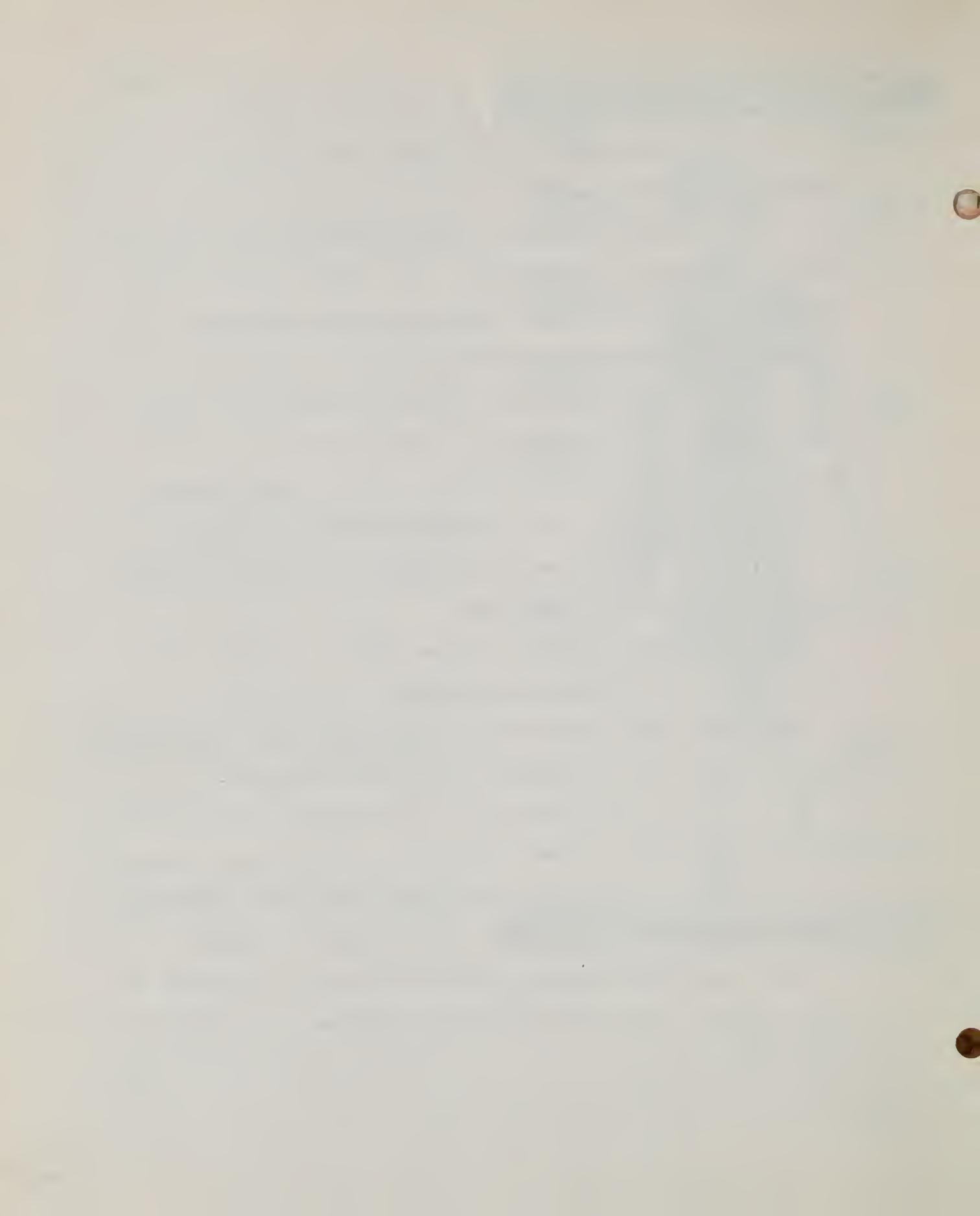
13. How much jewelry and what kind of jewelry should you wear to the personal interview?

14. What are "appropriate accessories" for the business dress? Make a list--compare with others in class.

15. Do you think that to be well-dressed you must have expensive clothes, perfect tailoring, or the latest fashion?

16. Do you follow all the prevailing fads or fashions? Why? Did you ever notice the type of girl who does?

17. How important an item of the business wardrobe do you consider your shoes? What kind of shoes are "right" for business?



18. How much do you think you should pay for a pair of shoes--\$5.00 or \$10.95?

19. After you have answered question 18, we will ask Miss Harding to run off the film The Feet for the class. This film will give you many pointers about buying your shoes for business.

20. Read the pamphlet Watch Your Step. You may borrow it from Miss Harding's library. Were you impressed with what you read? Write a short report of what you found interesting.

21. When we speak of "good grooming", what does the expression mean to you?

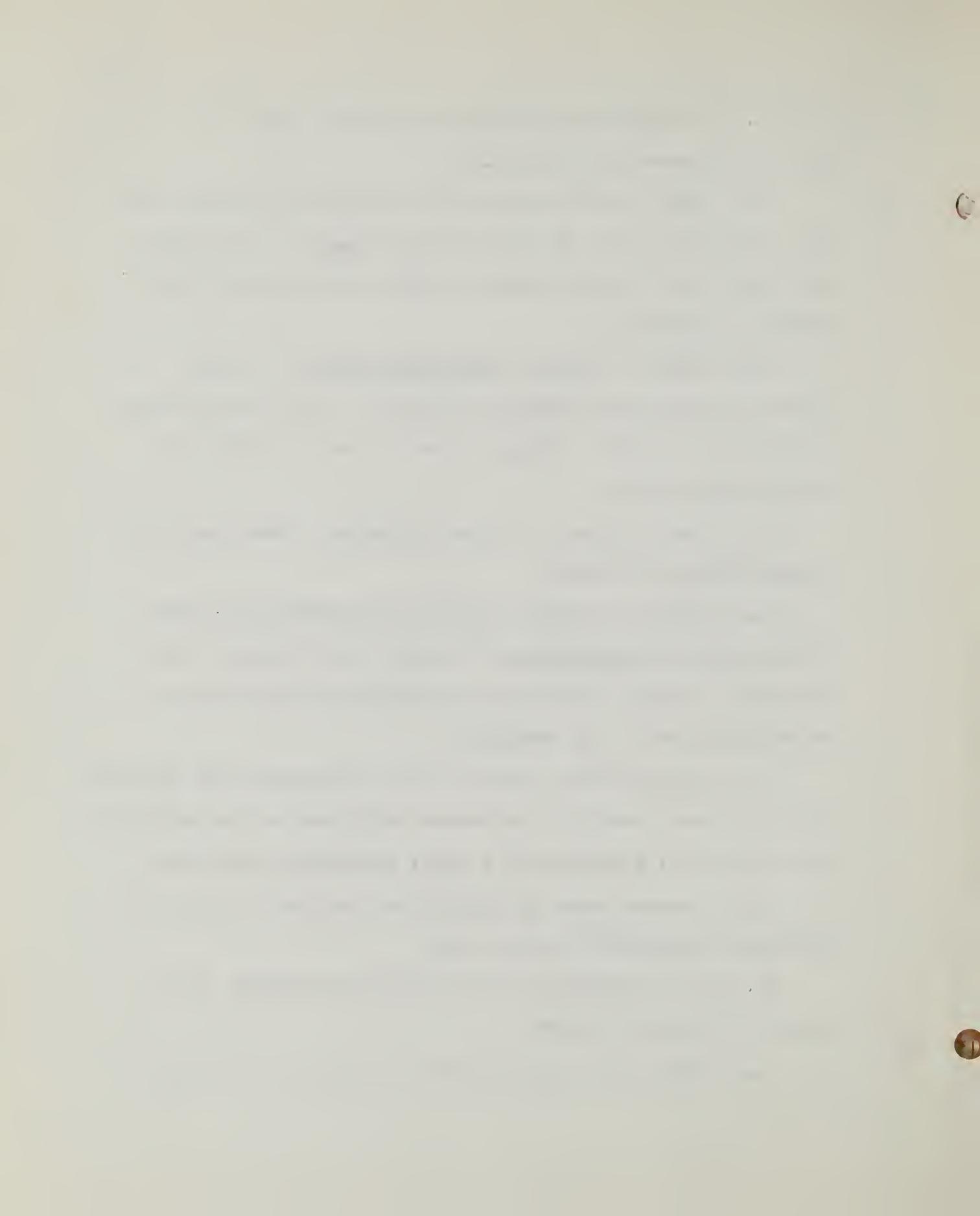
22. Read the booklet issued by the Better Business Bureau entitled Cosmetics. You will find copies in the classroom library. Do you find anything surprising or startlingly new in the pamphlet?

23. What does you think of this statement--The business girl who uses cosmetics to excess will attract the attention of others, but certainly not their favorable attention.

24. How much make-up should you use when going for a personal interview? At any time?

25. Do you agree with this statement--There is no excuse for unkempt hair?

26. Bring into class pictures of what you consider



appropriate hair styles for business. Post on the bulletin board. Would you like to try some of them? The class will criticize. Could a different "hair-do" affect your personality?

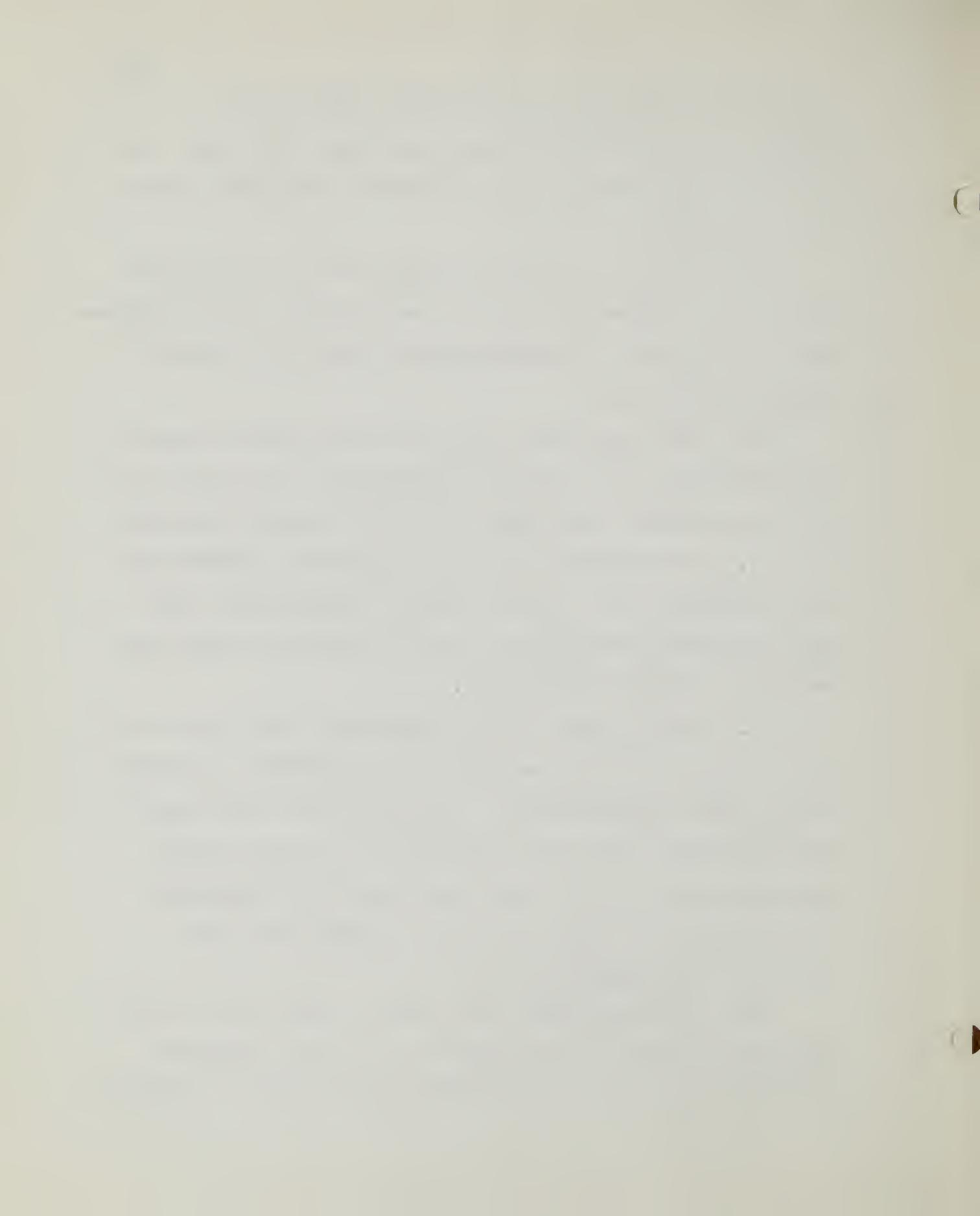
27. Is the use of nail polish harmful to the nails? If not, what shades are correct for business? From magazines bring in and post on bulletin board, some of the correct shades for business.

28. What effect does the care of the teeth or lack of care, have upon your personal appearance? How often do you brush your teeth? How often should you see your dentist?

29. On the last day of this discussion, recheck your good grooming chart. Do you find any improvement? Is more improvement necessary? Do not discard the chart but continue to check it every day.

30. The last day of this discussion, three girls will come to school dressed correctly for a personal interview with a prospective employer. Three more will come ready for a personal interview, but with two or three things purposely out of line. Would you like to volunteer for either group? You must be ready to accept criticism, favorable and constructive.

31. Ask Miss Chandler to tell you about some of the girls she worked with last summer in a large insurance office. They came to work without hats; without stockings;



wore loafers; long bobs; sleeveless dresses. In the light of these discussions, would you agree that when this emergency is over, they will be the first to be "let out?"

32. At the end of this discussion, give yourself the "mirror" test again, wearing the same outfit as in question 2. Have you changed your opinion of the suitability of the outfit during the week?

33. During the week, read the chapter on personal appearance in any one of the books mentioned in the bibliography. Make notes of any items not covered in this discussion. We will find time to discuss them.

34. You might glance through the pages of some of the fashion magazines--Mademoiselle, Vogue, Harpers Bazaar, Charm, McCalls--and bring into class anything of interest to you. If you check these books at the library, bring into class and post on the bulletin board, references to any articles you think might interest other members of the class.



PART 3

A DISCUSSION OF THE VALUE OF
GOOD HEALTH IN BUSINESS



1. List the chief factors that make for good health.
2. What is your opinion of the value of a periodic health examination?
3. Do you agree with this statement: Cheerfulness is not a product of indigestion nor does enthusiasm accompany a cold in the head? Can you give personal experiences?
4. We will ask Miss Harding to run off the film How to Live Long. Did you learn anything from the film?
5. Do you know the rules for healthful living? Do you follow all of them?
6. Why do so many business firms give careful physical examinations to all applicants for positions?
7. Are you interested in health insurance? Read the circulars from Blue Cross you will find in the classroom library.
8. Do you always eat a good breakfast? What does the expression "a good breakfast" mean to you?
9. How much consideration do you give to the time element in eating your breakfast?
10. You are asked to plan a healthful diet to cover one day's menus. Would you know how? After you have planned your menus, we will ask Miss Watermann of the Home Economics department to come to class and criticize your menus.
11. If your family is willing, try your menus for a day. Report to the class.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is essential for ensuring the integrity of the financial statements and for providing a clear audit trail.

2. The second part of the document outlines the various methods used to collect and analyze data. It describes how different types of information are gathered and how they are processed to identify trends and anomalies.

3. The third part of the document focuses on the results of the analysis. It presents the findings in a clear and concise manner, highlighting the key areas of concern and the potential risks associated with the data.

4. The fourth part of the document provides recommendations for improving the system. It suggests several changes that could be implemented to enhance the accuracy and reliability of the data collection process.

5. The fifth part of the document concludes with a summary of the findings and a final statement on the importance of ongoing monitoring and evaluation. It stresses that the system must be regularly reviewed to ensure it remains effective and up-to-date.

6. The sixth part of the document includes a list of references and a bibliography. It provides a comprehensive list of the sources used in the research and analysis, allowing readers to verify the information and explore the topic further.

7. The seventh part of the document contains a list of appendices. These include detailed data tables, charts, and other supporting information that provide a more in-depth look at the findings and the analysis.

12. What is the value of three meals a day at regular hours? Do you eat regularly?

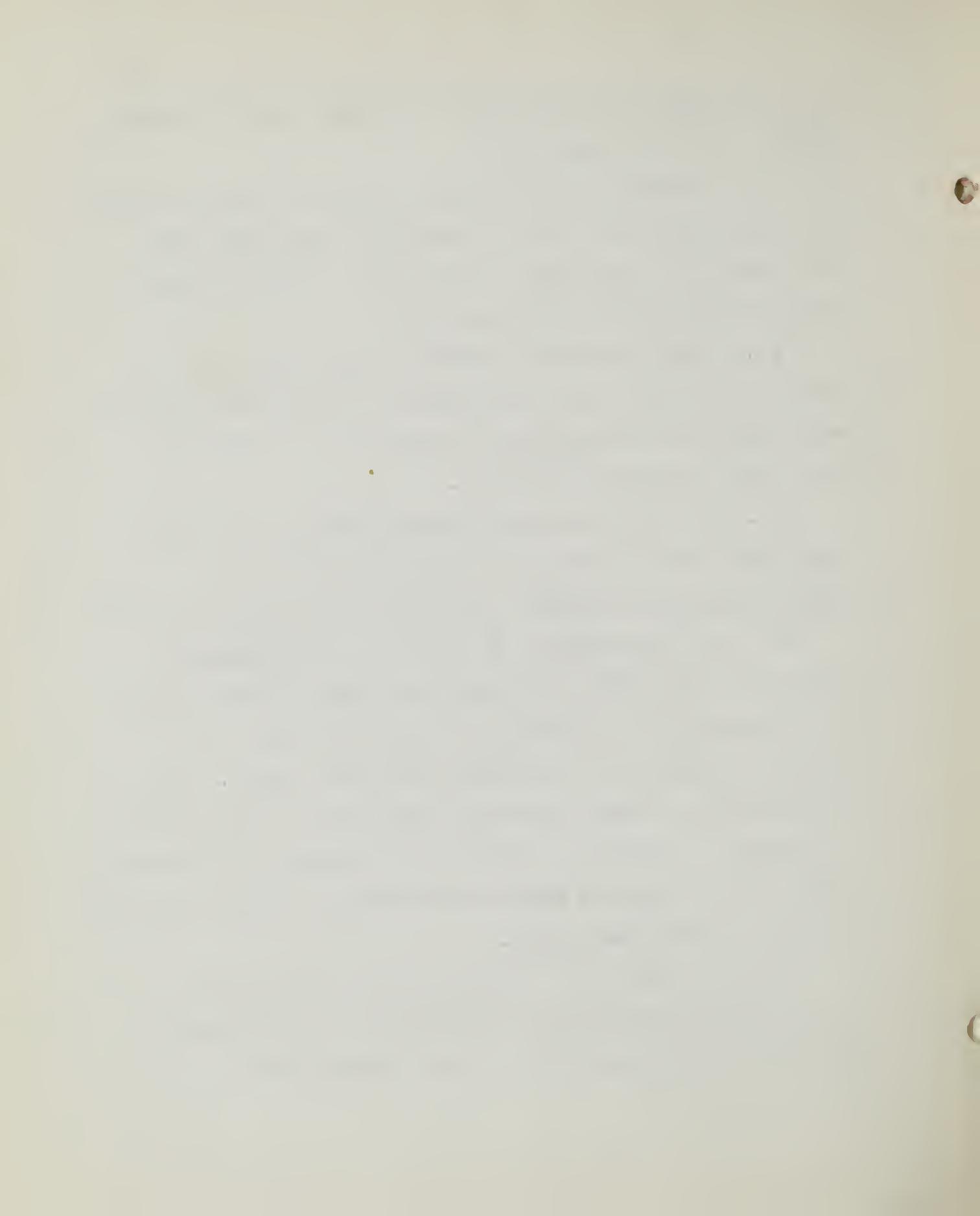
13. How many hours of sleep do girls of your age need? Do you get that many hours? When she is free, talk with Miss Legendre of the school health staff. Write a report for the class of what she tells you.

14. Did you take the hearing and eye tests given at school this year? Were your families notified that anything was wrong with your hearing or vision? If so, what has been done to correct the defect.

15. Do you avoid wearing glasses because you think they would not be becoming? Cut from magazines the advertisements for glasses. Post them on the bulletin board.

16. Ask Miss Harding to run off the film Posture. After seeing the film, there will be a class period devoted to a discussion of correct posture--sitting, standing, walking. Practice at home before the class period. You will be asked to walk around the room as if you were advancing toward a prospective employer; then stand and sit before him. We will ask Miss Tobin to criticize and give suggestions for improvement where needed.

17. How might your posture while waiting for an interview in a business office affect the receptionist's opinion of you? How should you sit? Illustrate.



18. Can you explain this statement: There is sound psychology in the saying "Keep your chin up"?

19. What type of exercise do you enjoy? Is it the right kind for you? How do you know?

20. What is the wisest procedure before starting a new sport or exercise?

21. Do you think a good health record in school might mean more favorable consideration when seeking a position? Talk with Mr. Cowan after you have decided how you would answer this question.

22. Study the chart you have been keeping since the beginning of Part 2. Any improvement noted? Is more improvement in order? Continue to use the chart.

23. Instead of reading any of the books listed in the bibliography, you might like to look through some of the Health magazines in Miss Harding's library. Use them in her room during periods when she has no class. If you find anything of interest which we have not discussed, report in class.



PART 4

A DISCUSSION OF THE VALUE OF
CORRECT SPEECH IN BUSINESS



1. What is the connection between your voice and your personality?

2. What are the characteristics of a pleasing voice?

3. Is it possible for you to develop a pleasant voice?

4. Is a loud, harsh, nasal voice indicative of a lack of refinement?

5. Try different tones until you find one that does not sound unpleasing, then try speaking and reading aloud with this tone. Do your friends like it? If they do, why not try to remember to use it?

6. Ask for some exercises that will help you to improve the tone of your voice. Ask Mr. Gibb. After you get these exercises, what are you going to do with them?

7. Do you think listening to good records might help you acquire a pleasing tone? Have you ever tried imitating some record voice you admire? Whose voice do you admire?

8. Now that you have set about to improve the tone of your voice, here is a suggestion--appearance and voice amount to nothing if the speaker uses incorrect English? Do you agree?

9. To help you improve your English, each day four or five pupils will speak before the class in three minute talks on topics of their own choice. You will find a list

[The text on this page is extremely faint and illegible. It appears to be a multi-paragraph document, possibly a letter or a report, with several lines of text visible but not readable.]

of pupil assignments on the bulletin board the first day of this discussion. You will be rated by the teacher and by the class. We will use Miss Baker's scale for rating oral reports--a copy will be found at the end of this assignment. You will read through the rating scale before giving your report.

10. Observe someone whom you consider a good conversationalist. What constitutes his conversational technique?

11. How should you provide yourself with conversational material? with friends? with strangers?

12. Do you think it is possible to be known as a good conversationalist and still not talk too much?

13. Is a good listener always an interesting person?

14. Have you any bad speech mannerisms? Have you tried to correct them?

15. Do you think that these personal mannerisms you mention above can make or mar your personality?

16. Do you think the use of slang improves your conversation? Do you approve of the use of slang?

17. Close your eyes and listen to voices around you. Try to visualize the person to whom each voice belongs. Check. Do you always remember that someone may be appraising you in this way?

18. Do you think your tone of voice and your manner of speaking might be a deciding factor in your ability to hold

your job after the war is over? Had you better do something about that voice?

19. Watch the effect of your voice upon the person with whom you are talking. Can you tell anything from their facial expression as to what they think of your voice?

20. Get together in small groups and discuss the suggestions Mr. Gibb gave you to help improve your voice. Practice, criticize each other, practice some more. When you are satisfied with the tone of your voice, ask Mr. Gibb to criticize. Was his criticism favorable or unfavorable?
YOU
What are ^{YOU} going to do next?

21. Compile and bring in a word list. Pronounce each word correctly. Did you look up the pronunciation in the dictionary? Have you the dictionary habit?

22. Do you know any one who has trained to become a telephone operator? You might ask her to tell you something about the course in voice training and the tests given the girls who become operators.

23. The class will be divided into groups of two each. We will practice telephone conversations. Do you know how to speak correctly over the telephone?

24. From now on, in all classes, try to stand correctly and speak carefully, slowly, enunciating correctly and in perfect English. Watch to see if you are making a definite impression on your teachers and classmates. Do they notice

any improvement? Don't you think you should continue this manner of speaking and of standing until it becomes the natural thing to do?

25. The last day of this discussion bring to class the personality rating schedule made the first day of the discussions and the good grooming chart started in Part 2.

Re-check the personality rating schedule in the light of the improvement made by you during this past month. Then draw a new profile--using dotted lines--on page one. If the work of the past month has been worthwhile, your new profile should go higher in each section. Does it? Are you satisfied with your improvement, or do you think there is still room for improvement? Do you know where?

The good grooming chart should have been checked every day. Was it? Are you satisfied with the results as shown by the checking?

After you have examined and studied both charts fill in the rating scale on the next page. Take your information from the two charts.

	perfect score	my score at beginning of discussions	my score at end of discussions
1. Personality	15		
2. Clothing	10		
3. Good grooming	15		
4. Mannerisms (absence of)	10		
5. Health	15		
6. Posture	10		
7. Voice	10		
8. Use of correct English	15		
Total	100	<u>1/</u>	

1/ This chart was adapted from a similar chart to be found in R. G. Walters and John W. Wingate, Fundamentals of Selling. Southwestern Publishing Company, Cincinnati, 1942. p. 145

Rating Scale for Oral Reports 1/

Name _____ Date _____

Title _____

	4	3	2	1	0
1. Introduction					
2. Organization					
3. Choice of details					
4. Use of illustrative material					
5. Knowledge of subject					
6. Interest and clearness					
7. Grammar and sentence structure					
8. Ending					
9. Enunciation					
10. Pronunciation					
11. Posture					
12. Eyes					
13. Poise					
14. Voice					
15. Diction					

Grade _____

Judge _____

Grading scale:

4--excellent; 3--good; 2--fair; 1--passing; 0--failure

1/ This scale is part of a rating scale compiled by Miss Ruth E. Baker of the English department of the Dedham High School for use in her classes.

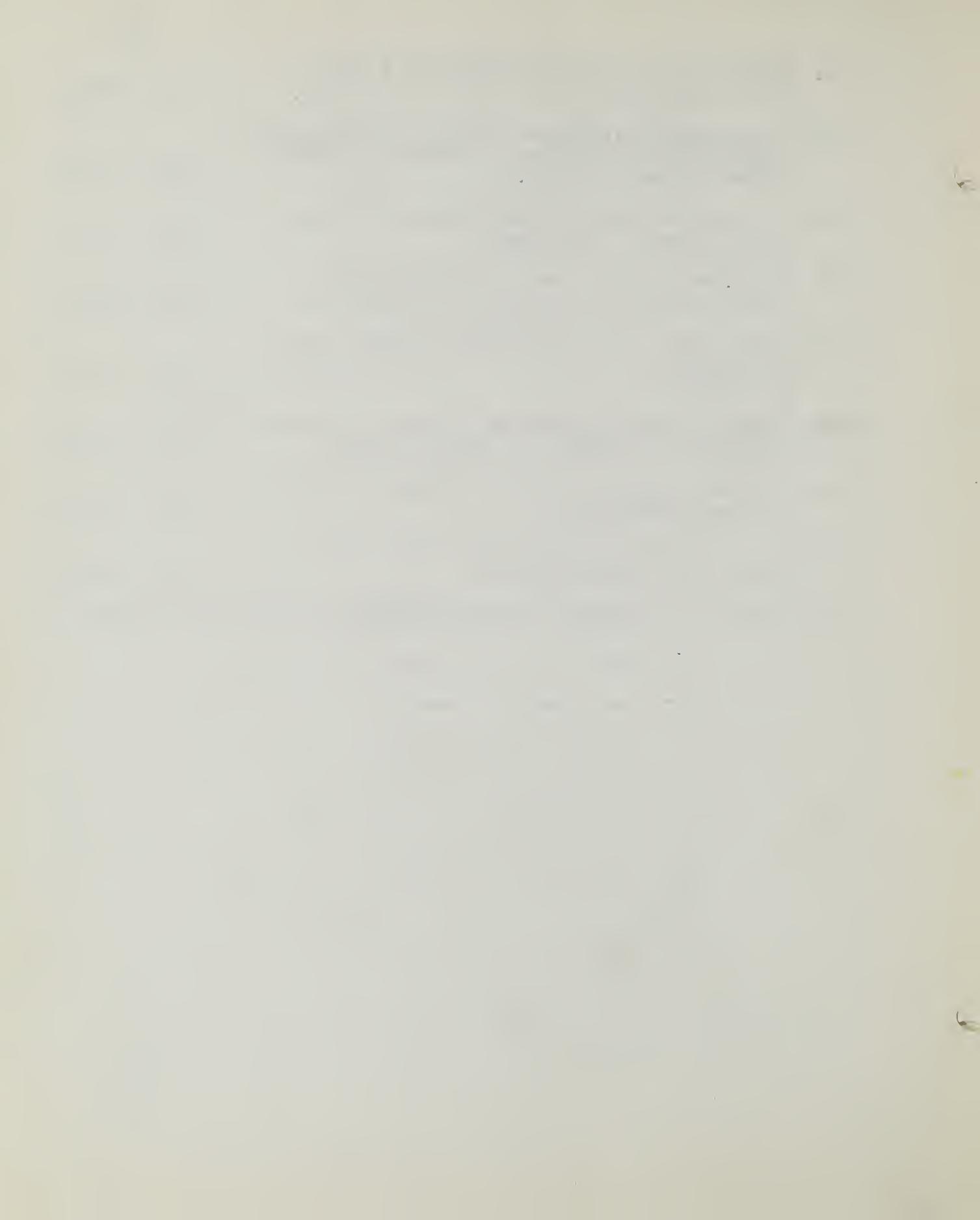
Test on Part 1

Directions: After each question given below, indicate your answer by circling the word "true" or "false" at the right.

The first statement is given as an example.

- | | | | |
|-----|--|------|--------------|
| 0. | Personality is something you can put on and take off at will. | true | <u>false</u> |
| 1. | Sometimes the deciding factor in determining the result of an interview for a coveted position is personality. | true | false |
| 2. | personality is individuality. | true | false |
| 3. | A plain woman with personality can often make faster progress in business than a beautiful woman without it. | true | false |
| 4. | Personality is the reflection of one's individuality upon others. | true | false |
| 5. | Beauty is essential to a pleasing personality. | true | false |
| 6. | "Turning on" personality to impress others gives one a reputation for insincerity. | true | false |
| 7. | A person with a good personality is always the "life of the party." | true | false |
| 8. | One's personality varies according to the company in which he finds himself. | true | false |
| 9. | It is difficult to overcome an unfavorable first impression made in a personal interview. | true | false |
| 10. | There is no truth in the statement, "She has no personality." | true | false |
| 11. | A person should think about his personality all the time. | true | false |
| 12. | A student should discover undesirable mannerisms and correct them before applying for a position. | true | false |

13. Personality can not be improved because it is something with which you are born. true false
14. Good first impressions aren't particularly important in a personal interview if your school record is good. true false
15. If you want your fellow-workers to like you, you must like them. true false
16. You should never begin a conversation about yourself in a personal interview. true false
17. Even if you are hired just to answer the telephone, you should try to improve your personality. true false
18. Making a good impression during a personal interview is mostly a matter of luck. true false
19. Hobbies contribute to the attractiveness of your personality. true false
20. It is not what you are, but what you appear to be that counts. true false
21. List six essential characteristics of a pleasing personality.
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____



Test on Part 2

Directions: In each of the following statements, one end is correct. In the case of each ending that correctly completes the statement, place a check' mark in the parenthesis at the right.

The first statement is given as an example.

0. Good taste always

- 1. calls for extremes in style
- 2. tends toward the conservatire
- 3. calls for conspicuous clothes

()
(✓)
()

1. For business you should wear on your wrist

- 1. a wrist watch
- 2. at least seven bracelets
- 3. a flower on a velvet band

()
()
()

2. When applying for a position, you make a better impression in

- 1. a tailored suit
- 2. an afternoon dress
- 3. a sports dress

()
()
()

3. If you travel to business by train or bus, you should wear

- 1. a hat
- 2. a gay scarf on your head
- 3. a flower in your hair

()
()
()

4. Shoes for business should be

- 1. loafers
- 2. open toe shoes
- 3. oxfords

()
()
()

5. To be well-dressed for business requires

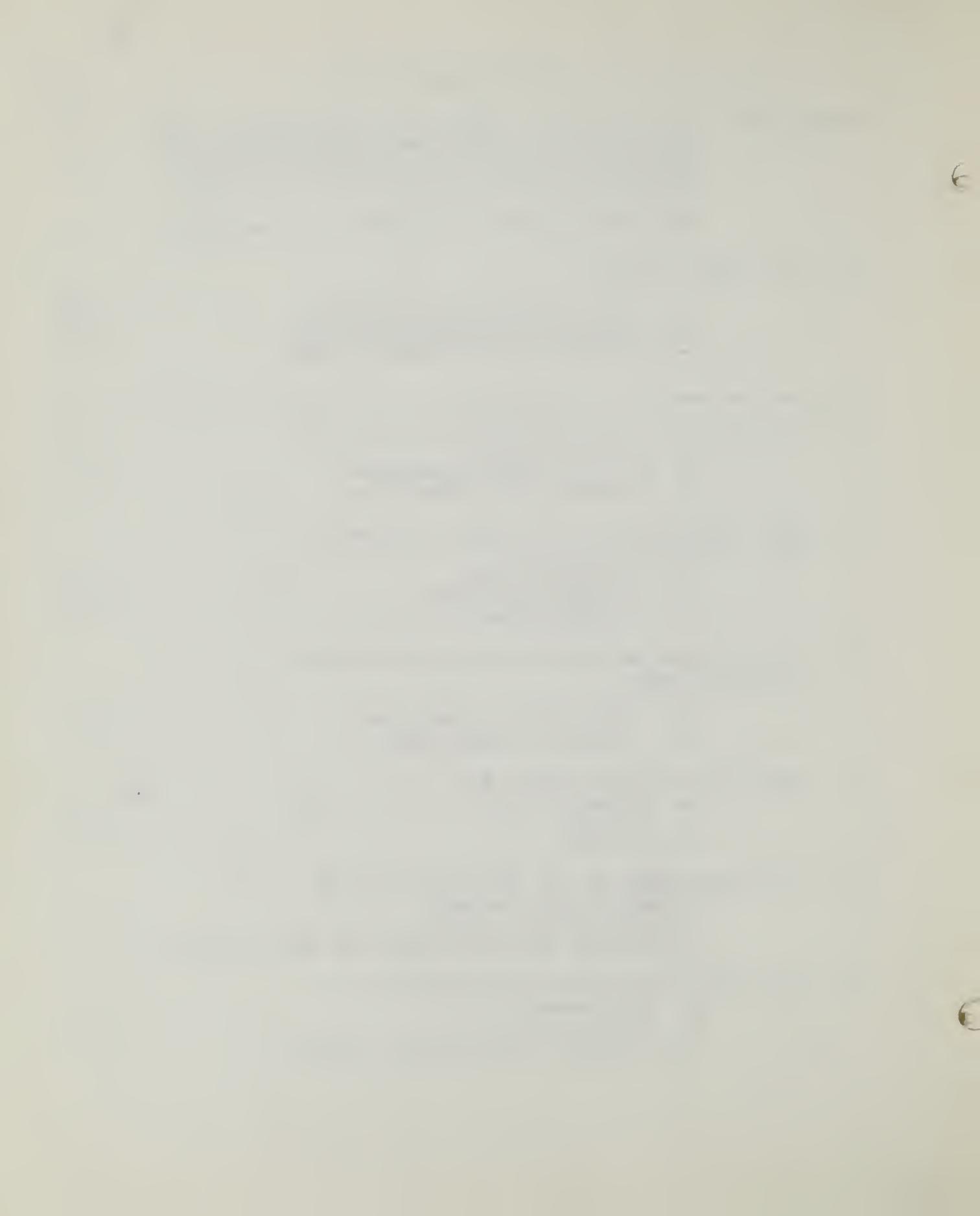
- 1. expensive clothes
- 2. fashionable clothes
- 3. clothes that are clean and well pressed

()
()
()

6. The correct "hair-do" for business is

- 1. an up-sweep
- 2. a shoulder bob
- 3. a sleek, conservative coiffure

()
()
()



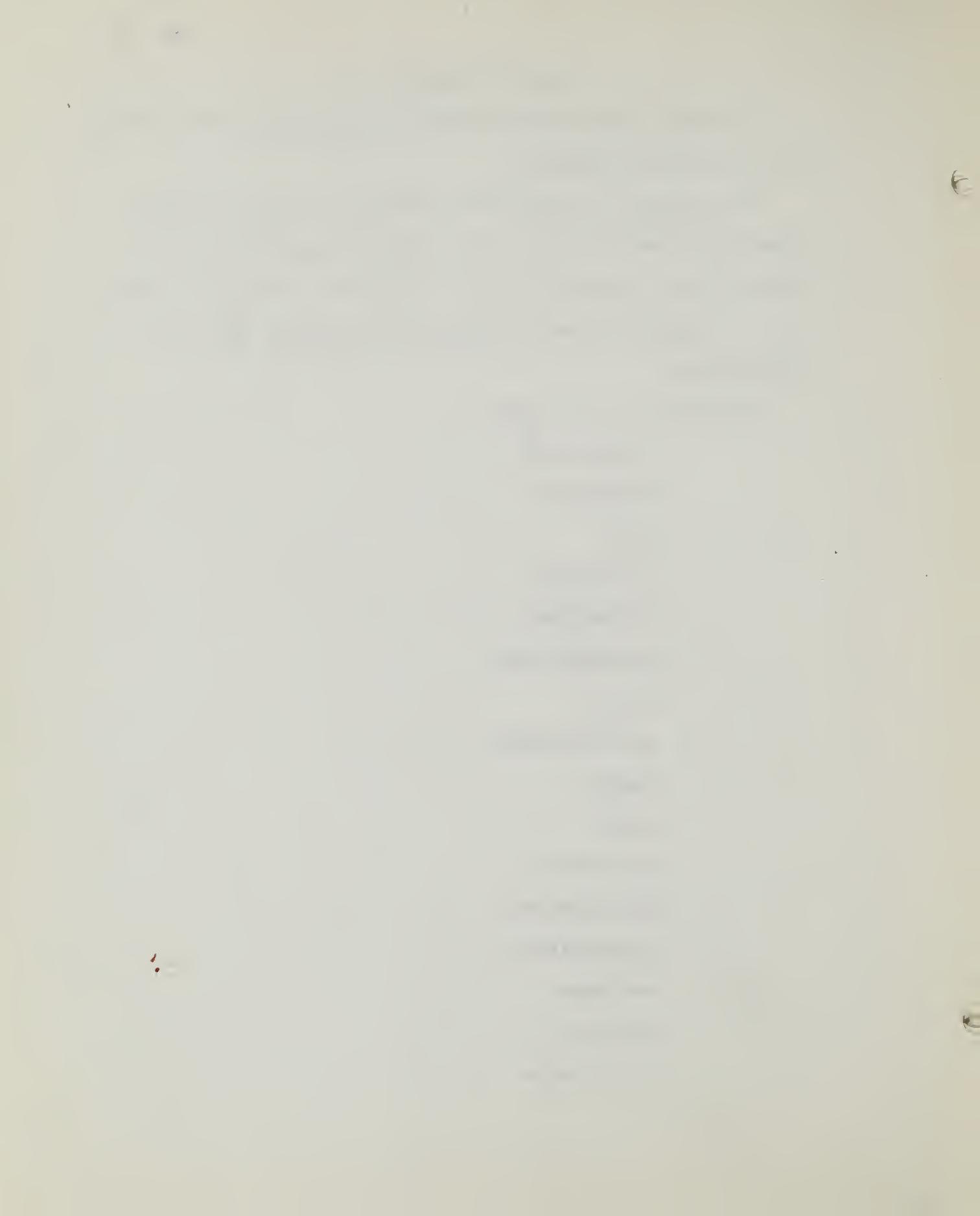
Test on Part 3.

The main test on Part 3 will be postponed until after the discussion of Part 4.

On the day set aside for testing, the class will be asked to arrange the following list of qualities in the order of their importance for a personal interview. Each girl will express her own opinion and must justify her arrangement.

Following is the list:

personality
education
tact
initiative
experience
dependability
health
good grooming
"pull"
poise
punctuality
self-control
friendliness
courtesy
neatness
high ideals



Test on Parts 3 and 4

Directions: After each statement given below, indicate your answer by circling the word "true" or "false" at the right.

The first statement is given as an example.

- | | | | |
|-------|--|------|--------------|
| 0. | If you have a good scholastic record, an employer is not interested in the tone of your voice. | true | <u>false</u> |
| <hr/> | | | |
| 1. | A good appearance is helped by a confident bearing. | true | false |
| 2. | Persons careless about the way they stand are merely lazy. | true | false |
| 3. | A vigorous carriage is a good indication of a vigorous mind. | true | false |
| 4. | A person who wears low heels is always a sensible person. | true | false |
| 5. | It is impossible to try to change bad eating habits. | true | false |
| 6. | A young person ambitious to succeed should be strong and healthy. | true | false |
| 7. | You can do just as good a day's work if you go to business without eating breakfast. | true | false |
| 8. | A certain amount of regular strenuous exercise is highly desirable at any age. | true | false |
| 9. | The best exercise is a half hour's fast walk before breakfast. | true | false |
| 10. | Every office worker should have eight hours of sleep every night. | true | false |
| 11. | A person may be healthy and still have poor posture. | true | false |
| 12. | It is possible to judge a person's character by his voice. | true | false |

- | | | | |
|-----|---|------|-------|
| 13. | You should always resent a person who gushes. | true | false |
| 14. | You must always be careful of your enunciation when speaking thru the telephone. | true | false |
| 15. | It is more important to use correct grammar with cultured than with uncultured people. | true | false |
| 16. | No one in a business office is ever justified in raising his voice in conversation. | true | false |
| 17. | You should use a good deal of slang in conversation if the person with whom you are talking uses slang. | true | false |
| 18. | Your voice has much to do with your personality. | true | false |
| 19. | It is possible to develop a pleasing voice at any age. | true | false |
| 20. | Breathing exercises are helpful in acquiring a pleasing tonal quality in your voice. | true | false |
| 21. | A person of limited vocabulary is usually a wallflower at any party. | true | false |
| 22. | A pleasing voice is a decided asset when looking for a position. | true | false |

Optional Related Activities

For Part 1.

1. One of your teachers has checked a personality rating scale for you. Make an appointment with her and go over your rating scale, comparing it with hers. Note where you differ. Who is right?

2. From any newspaper or magazine, select a few advertisements in which personality or some characteristic of personality is mentioned. Post them on the bulletin board. Be ready to comment on the truthfulness of the advertisement.

3. Some day this week, pretend that your class room is an office where you are employed. There are many girls in the office. Act as you would under these circumstances. Note if there is any difference in your attitude in contrast with other days. We will find time for you to report in class on the day's experiences.

4. Talk to as many people in business during the week as you possibly ^{can}. Watch carefully their attitude toward you. Make comparisons. Decide which one of them you would like to take as a model. Why?

5. Plan a hobby show among members of the division. Invite all interested.

For Part 2.

1. From the public library or from other sources, obtain information on the fashions in clothing for business many years ago. Compare with the fashion of today.

2. Since Dedham celebrates in 1944-45 the tercentenary of the founding of the first public school in the country supported by public taxation, you might be able to contribute something of value to the work of the tercentenary committee through your reading for question one. Mr. Dunne of the English department is chairman of the teachers' tercentenary committee. He would be glad to talk with you.

3. You might like to check your color chart with those used by some of the Boston stores. Ask for a color reading at Filenes.

4. Some of your friends or some pupils not in this division might like to have you give them a color reading.

5. Why not attend a fashion show in one of the Boston stores. Jackie Abbott of the sophomore class is a model at Jordan's. She could give you all necessary information about the time and place.

6. Now that you have some idea of the clothes you should wear to business, plan your wardrobe for the spring. First you should know something about how to budget your money. If you need suggestions about a budget, talk with Mrs. Vietze.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy auditing of the accounts.

Furthermore, it is noted that regular reconciliation of the books is essential. By comparing the internal records with bank statements and other external sources, any discrepancies can be identified and corrected promptly. This practice helps in preventing errors and maintaining the integrity of the financial data.

The document also highlights the need for proper classification of expenses. Each item should be categorized according to its nature, such as salaries, rent, or utilities. This systematic approach facilitates the preparation of financial statements and provides a clear overview of the organization's cost structure.

In addition, it is advised to keep all original documents in a safe and accessible location. These records are not only important for internal management but also serve as evidence in case of any legal or tax-related inquiries. Therefore, diligent record-keeping is a fundamental aspect of sound financial management.

The final section of the document provides a summary of the key points discussed. It reiterates the importance of accuracy, regular reconciliation, and proper classification. It concludes by stating that these practices are crucial for the long-term success and stability of any business or organization.

7. You should begin to plan your "interview" clothes. Cut pictures from fashion magazines--hat, clothes, shoes, gloves, bag, accessories--and plan your color scheme. Be sure you note the line and style of the clothes. After you have completed your outfit, get a piece of large drawing paper from Mr. Clarke and paste your outfit on it. Bring it to class, post it on bulletin board (name of back of paper) and the class will criticize. The class will also try to tell from the outfit to whom it belongs.

For Part 3.

1. Make a collection of the fallacies and superstitions concerning health, if they affected school attendance in the olden days. Mr. Dunne of the tercentenary committee might like to see them.

2. Read about some of the young women who have "gone places" in sports. Did you realize that they had to spend so much time in perfecting themselves in their chosen sport?

3. Why not try some of the exercises described in Hygeia, pages 150-174. (Copies of the book are in the classroom library) After you have tried them, tell the class of your experience.

4. Do you believe that many so-called beauty aids are dangerous to health? Ask Mr. Peterson if he would have time to show you how his classes make cold cream and tooth powder and the relative cost of this experiment.

5. Be posture-conscious as you walk along the street. Watch the people ahead of you and try to imagine something about each from his posture and manner of walking.

6. Did you ever notice the way in which the girls who joined the Wac, Waves, or Spars, walk along? Did you ever try to imitate their walk and posture? Ask some one how many hours of drilling made that swing walk possible and try to get some of their drills.

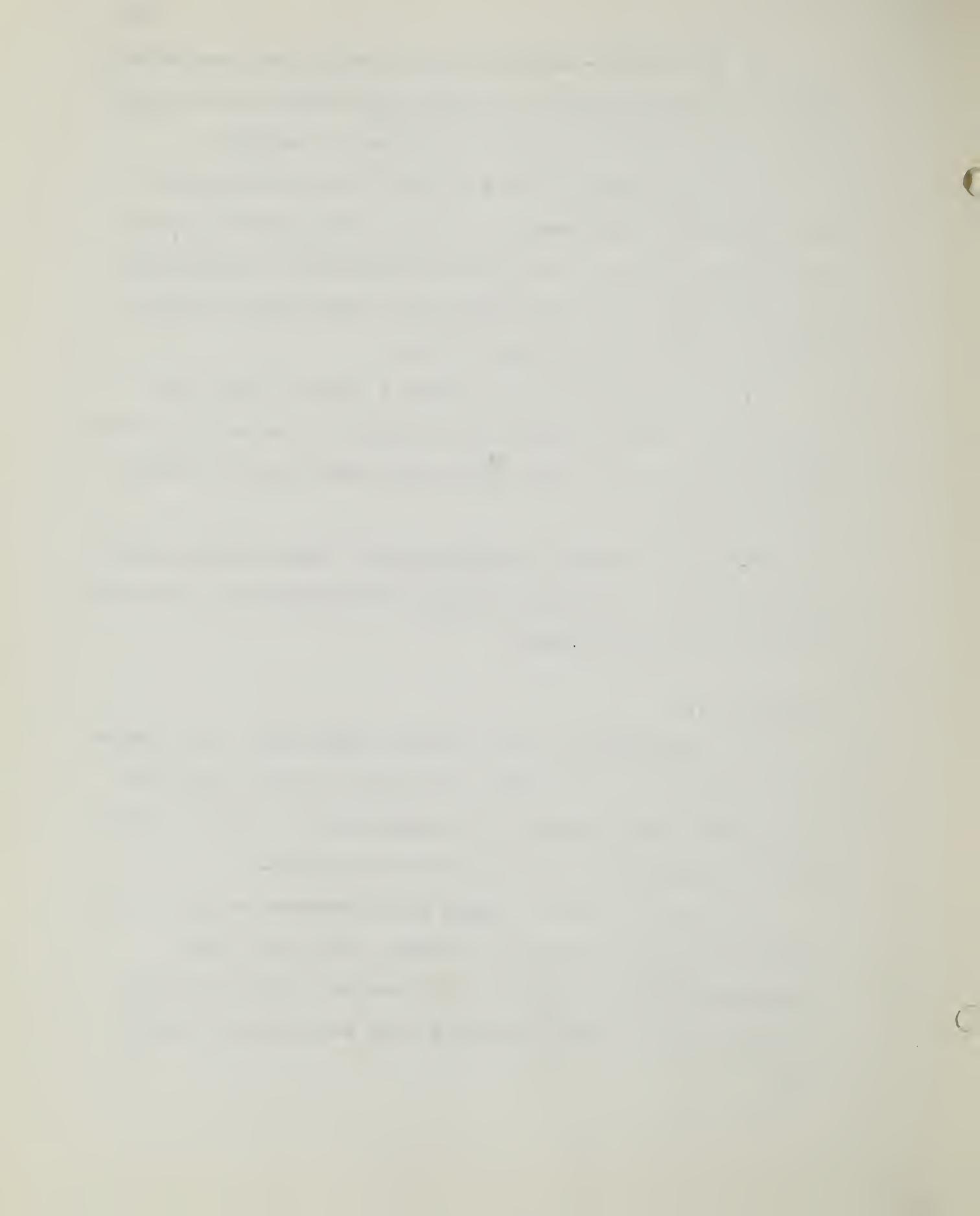
7. If you would like to make a study of your own footprints, Miss Harding will tell you how to do this. Why not try it and then offer to do the same thing for others in the class.

8. If interested in photography, "snap" some posture pictures in class, develop them, and bring them to class for discussion and criticism.

For Part 4.

1. Dramatize all the personal faults that are common to all members of the class. Do this in such a way that no one will take offense. You might like to write a short skit and present it during some class period.

2. Do you listen to good radio announcers and try to profit from their manner of speech? List some good announcers; bring your list to class and post it on the bulletin board. Some one might like to discuss it with you.



with which you speak to read aloud at home, try it, and ask the family to criticize.

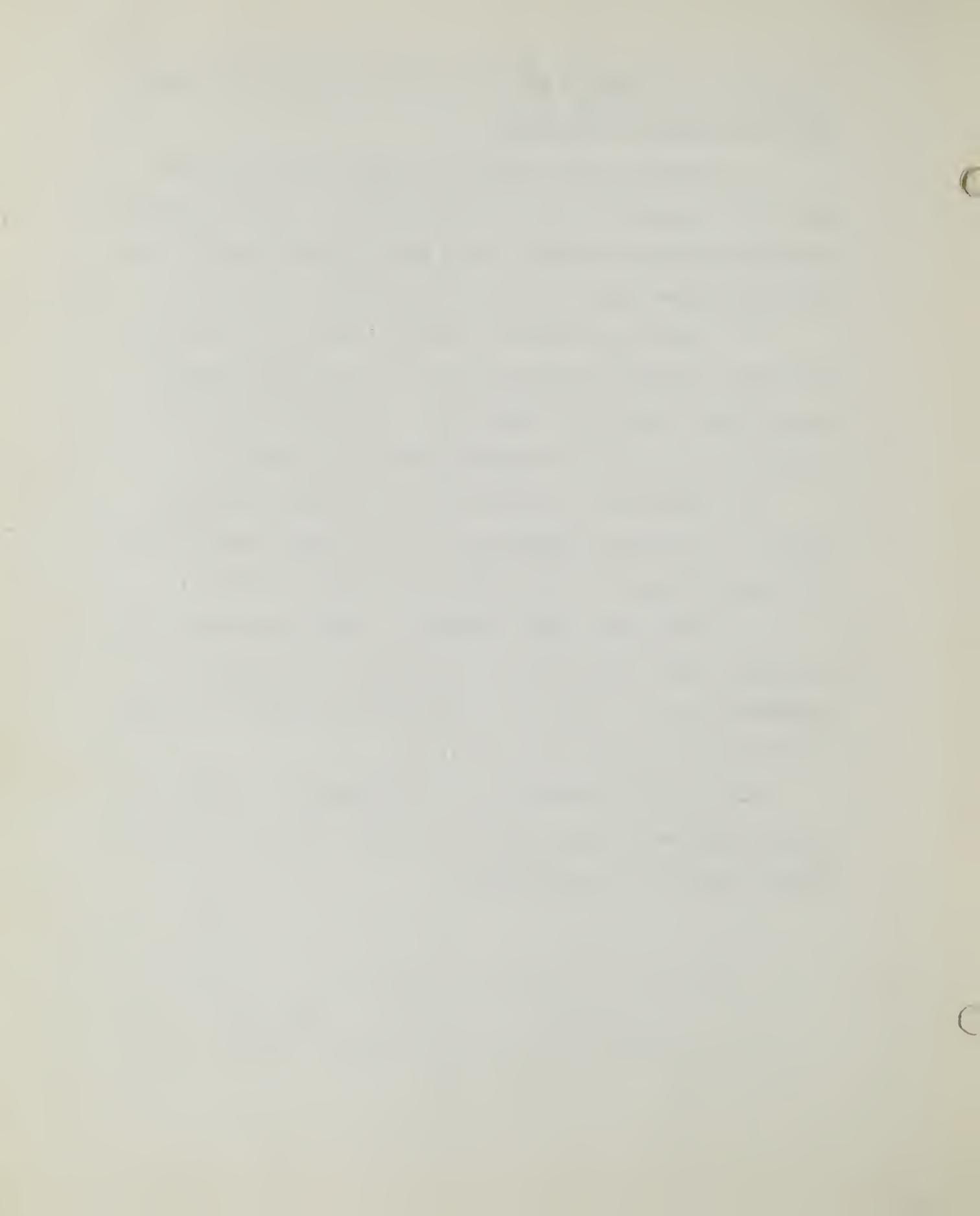
4. Have you ever thought how much consideration Miss Grant gives to clear speech, correct diction, careful enunciation, good posture, when she is selecting the cast for the senior play? If interested, talk with her.

5. You who are honor students, would you like to be the class speaker at graduation? Then ask Miss Kendall what things have to be taken into consideration by the faculty and the class when selecting the speakers.

6. A group of you might write a sketch embodying many of the points brought out in these four discussions. If good, it might be presented at a school assembly.

7. Watch the radio programs in the newspapers. If you find that anyone whom you consider a really good speaker will be on the radio during this discussion, post a notice on the bulletin board.

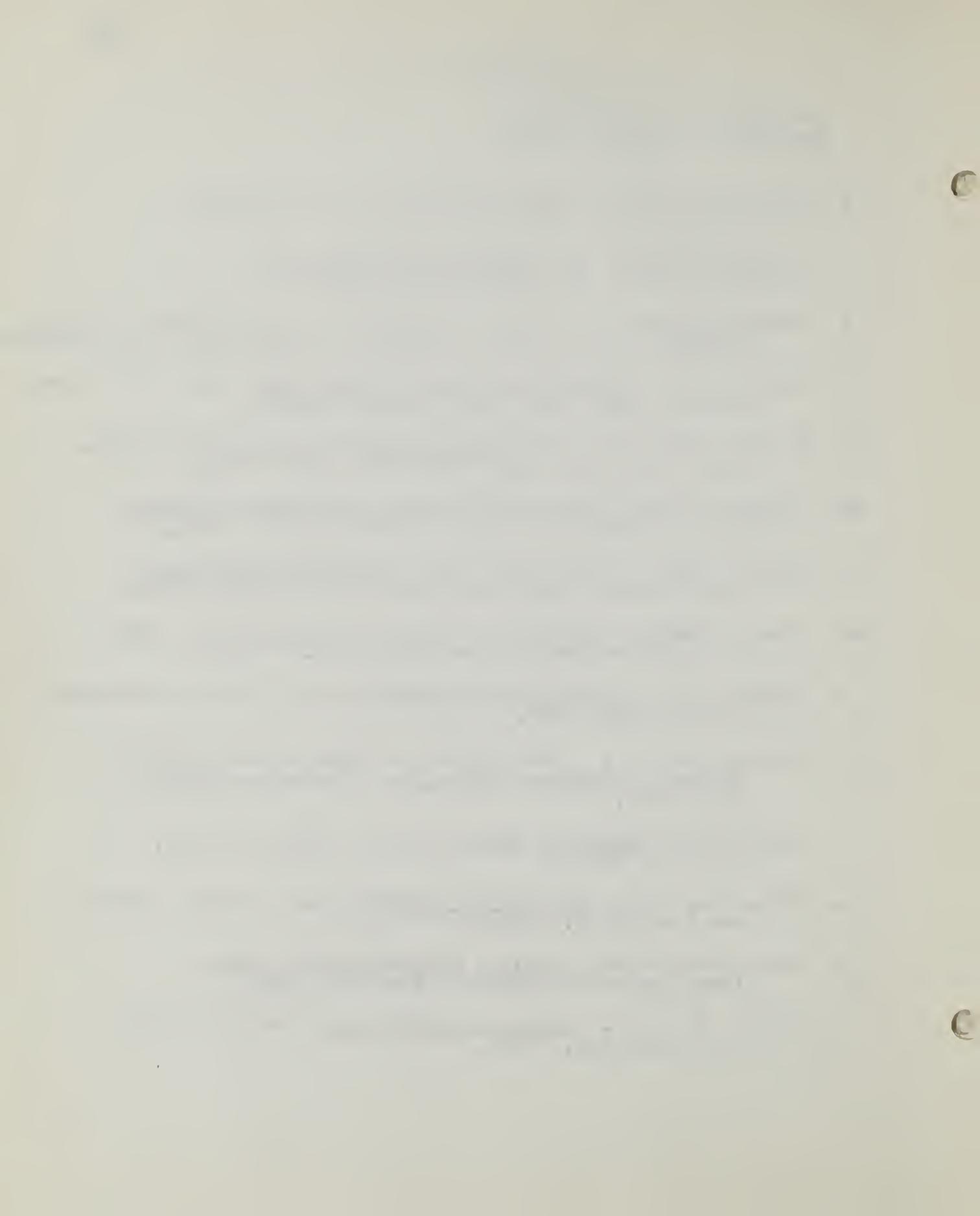
8. Do you know anything about the youth radio program sponsored by Boston University? Ask Mr. Cowan. Would you like to participate?



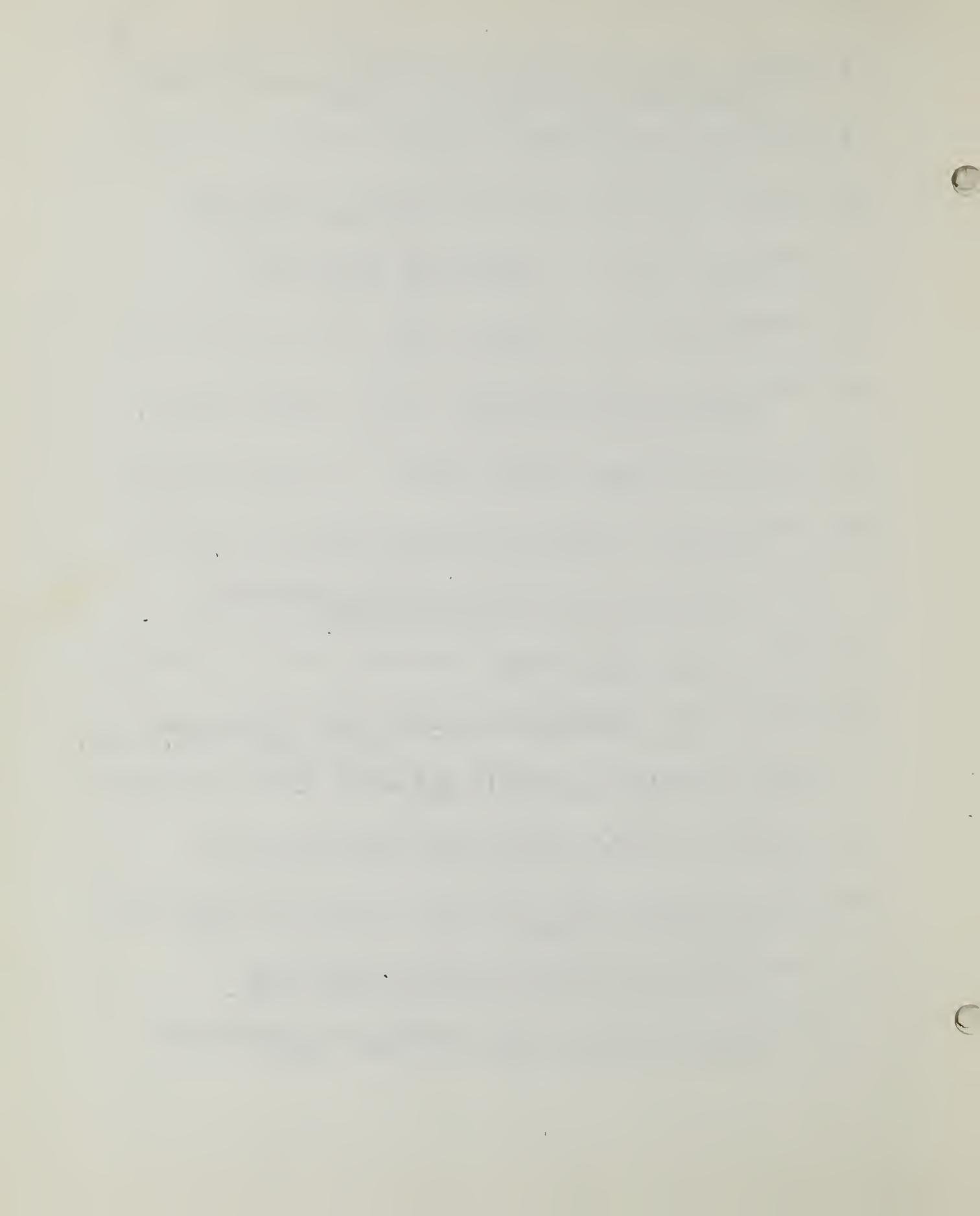
BIBLIOGRAPHY

- *--books in school library
 **--books in public library

- * Bauer, William W., "Learning about Health", Hygeia,
 15 (September, 1937) 776-777.
- Bennett, Margaret S., Designs for Personality,
 McGraw-Hill, New York, 1938. 222p.
- * Blackstone, Earl G., Crawford, Claude C., and Grinnell, Eltinge,
Selling. D. C. Heath and Company, Boston, 1942. pp. 172-195.
- * Brewer, J. M., Elements of Business Training, Ginn and Company,
 Boston, 1935. pp. 1-9; 251-268; 466-489.
- * Brooke, Esther E., The Right Job for You and How to Get It.
 Noble and Noble, inc., New York, 1941. 304p.
- ** Carnegie, Dale, How to Win Friends and Influence People,
 Simon and Schuster, Inc., New York, 1939. 337p.
- * Center, S.S. and Herzberg, M.J., Secretarial Procedure,
 Ronald Press, New York, 1939. pp. 182-202; 368-384.
- ** Cohen, I David, and Flinn, Richard A., You and Your Work,
 D. Appleton-Century, New York, 1931.
- * Dengel, M.S., Personality Unlimited, John C. Winston Company,
 Philadelphia, 1943.
- * Gibson, Jessie J. "The Purchasing Power of Personality",
Journal of Business Education, (September, 1938),
 14; 16-18.
- Giles, Nell, Susan, Be Smooth, Hale, Cushman & Flint,
 New York, 1940.
- * Goldsmith, Happy, Some Biting Remarks, A.S. Barnes Company,
 New York, 1931. 109p.
- * Gregg, John Robert, Applied Secretarial Practice,
 Gregg Publishing Company, New York, 1943.
- Hadida, Sophie C. Manners for Millions, Sun Dial Press,
 New York, 1932. 312p.



- ★ Haggard, Howard W., The Lame, the Halt, and the Blind, Harper Bros. New York, 1932. 420p.
- ★ Hainfeld, C.F., Secretarial Practice, Lyons and Carnahan, Chicago, 1932. pp. 354-357.
- ★ Hepner, Harry Walker, Finding Yourself in Your Job, D. Appleton-Century, New York, 1937. 297p.
- Hurlock, Elizabeth B., The Psychology of Dress, Ronald Press, New York, 1926. 196p.
- ★ Josselyn, Daniel W., Why Be Tired? Longmans, Green and Company, New York, 1936. 115p.
- ★ Kirk, J.G., Buckley, H.B., and Walsche, M.A., Introduction to Business, John C. Winston Company, Philadelphia, 1932. pp. 425-445.
- ★ Lane, Janet, Your Carriage, Madam! John Wiley and Sons, New York, 1934. 130p.
- ★★ Leuch, Miriam S., Fields of Work for Women, D. Appleton-Century, New York, 1924. 349p.
- Lord, Everett William, A Plan for Self-Improvement, Ronald Press, New York, 1926. 196p.
- ★ Maule, Frances, She Strives to Conquer, Funk and Wagnalls, New York, 1924. 196p.
- ★ Phillips, M.C., Skin Deep, the Truth about Beauty Aids, The Macmillan Company, New York, New York, 1932. 189p.
- Quayle, Margaret S., As Told by Business Girls, The Women's Press, New York, 1932. 137p.
- ★ Robinson, Edwin M. Training for the Modern Office, McGraw-Hill, New York, 1939. pp. 416-527.
- ★ Rogers, Frederick R., "Teaching Healthful Ways of Living", The Nation's Schools, (April, 1925) 15; 24-27.
- Ryan, Mildred F., Your Clothes and Personality, D. Appleton-Century, New York, 1937. 366p.
- Shellow, Sadie Myers, How to Develop Your Personality, Harpers Brothers, New York, 1937. 308p.



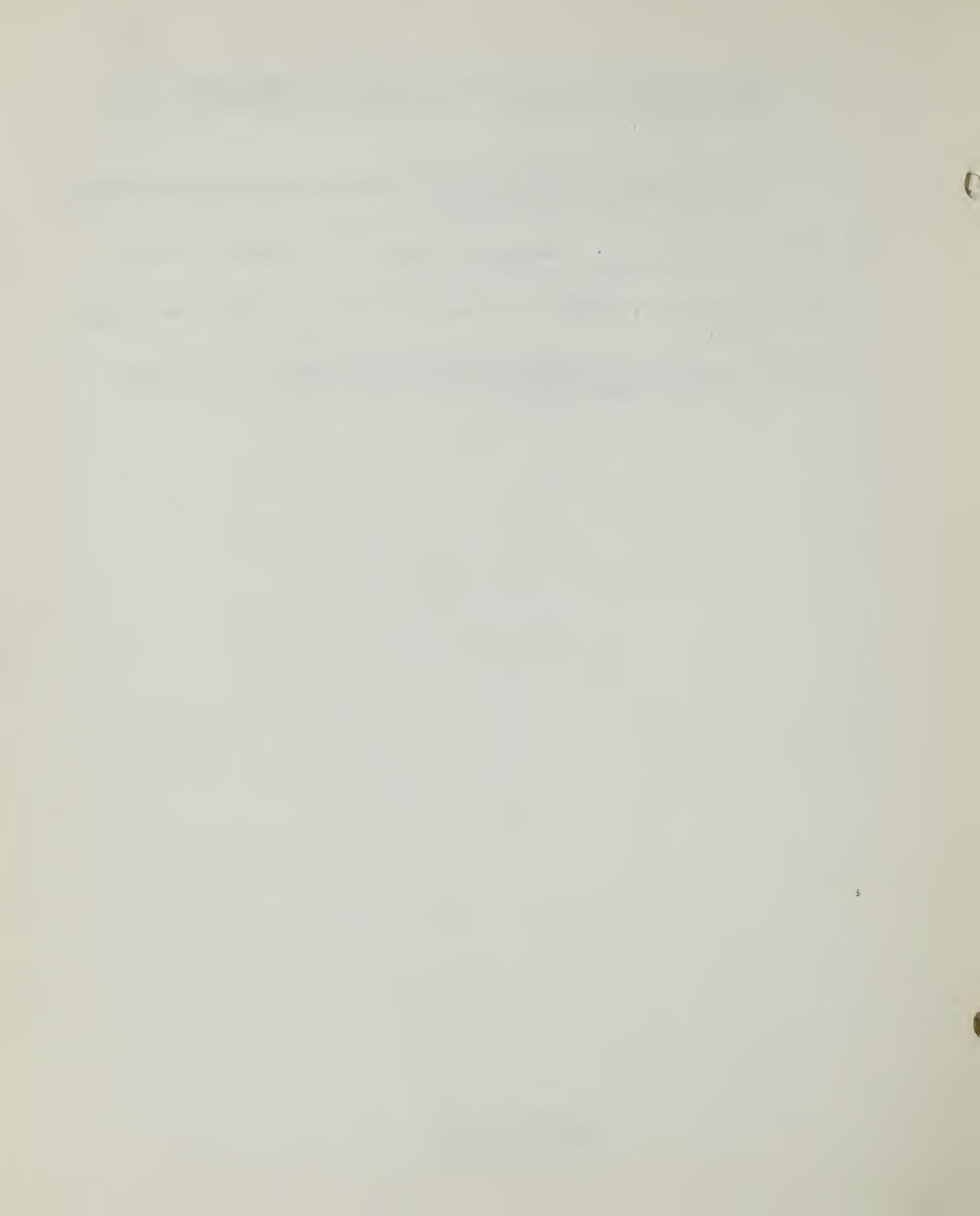
Stickney, Rufus and Stickney, Blanche G., Office and Secretarial Procedure, Prentice-Hall, New York, 1931. pp. 92-102.

* Walters R. G. and Wingate, John W., Fundamentals of Selling, Southwestern Publishing Company, New York, 1942. pp. 121-163.

* Wardsworth, Ruth F. Charm by Choice. The Women's Press, New York, 1930, p. 125.

Wilson, Margery, Charm, Frederick A. Stokes, New York, 1934. 137p.

Wright, Margaret., Getting Along with People, McGraw-Hill New York, 1937. 310p.



CHAPTER III

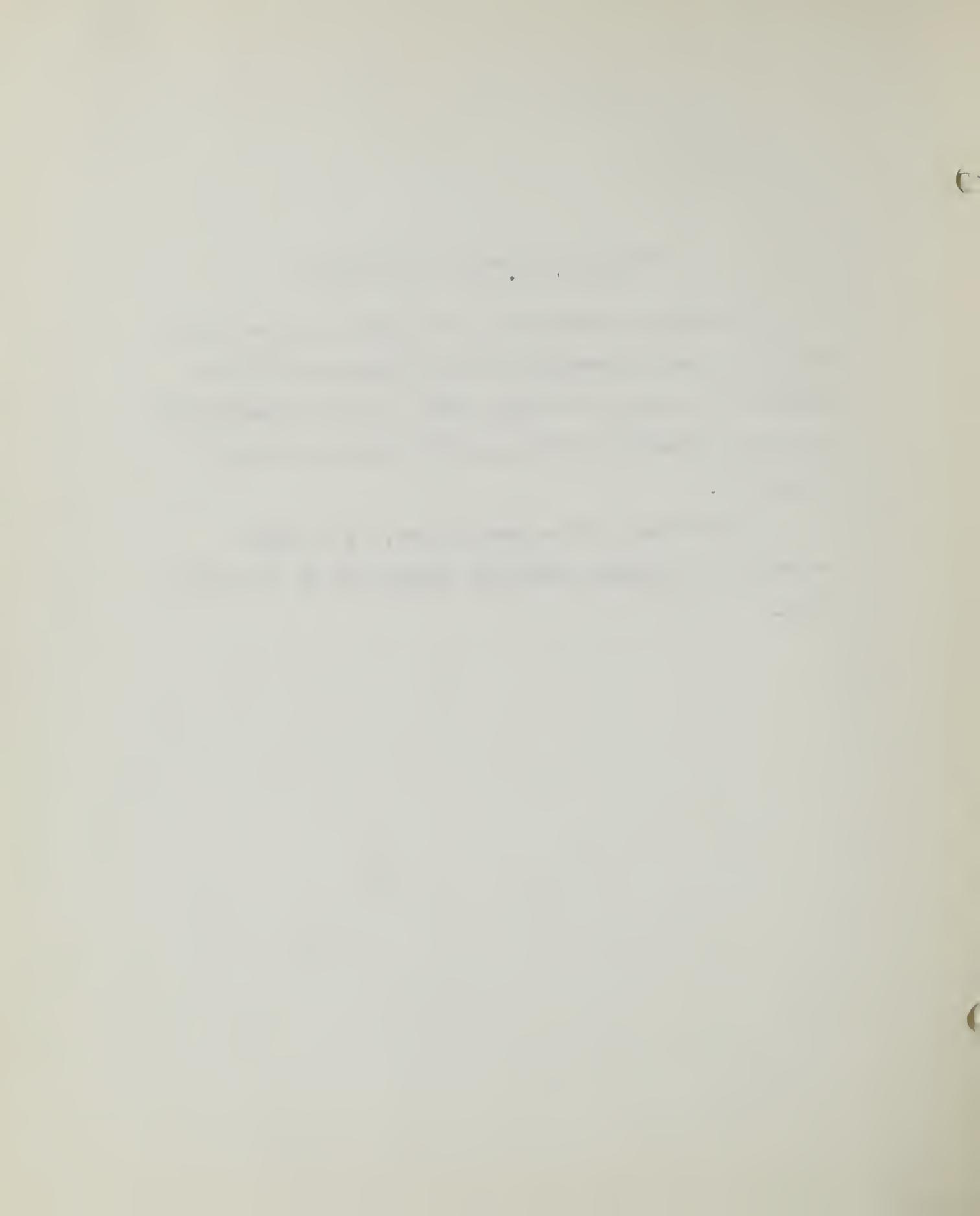
THE TECHNIQUE OF THE PERSONAL INTERVIEW



General Statement of the Unit

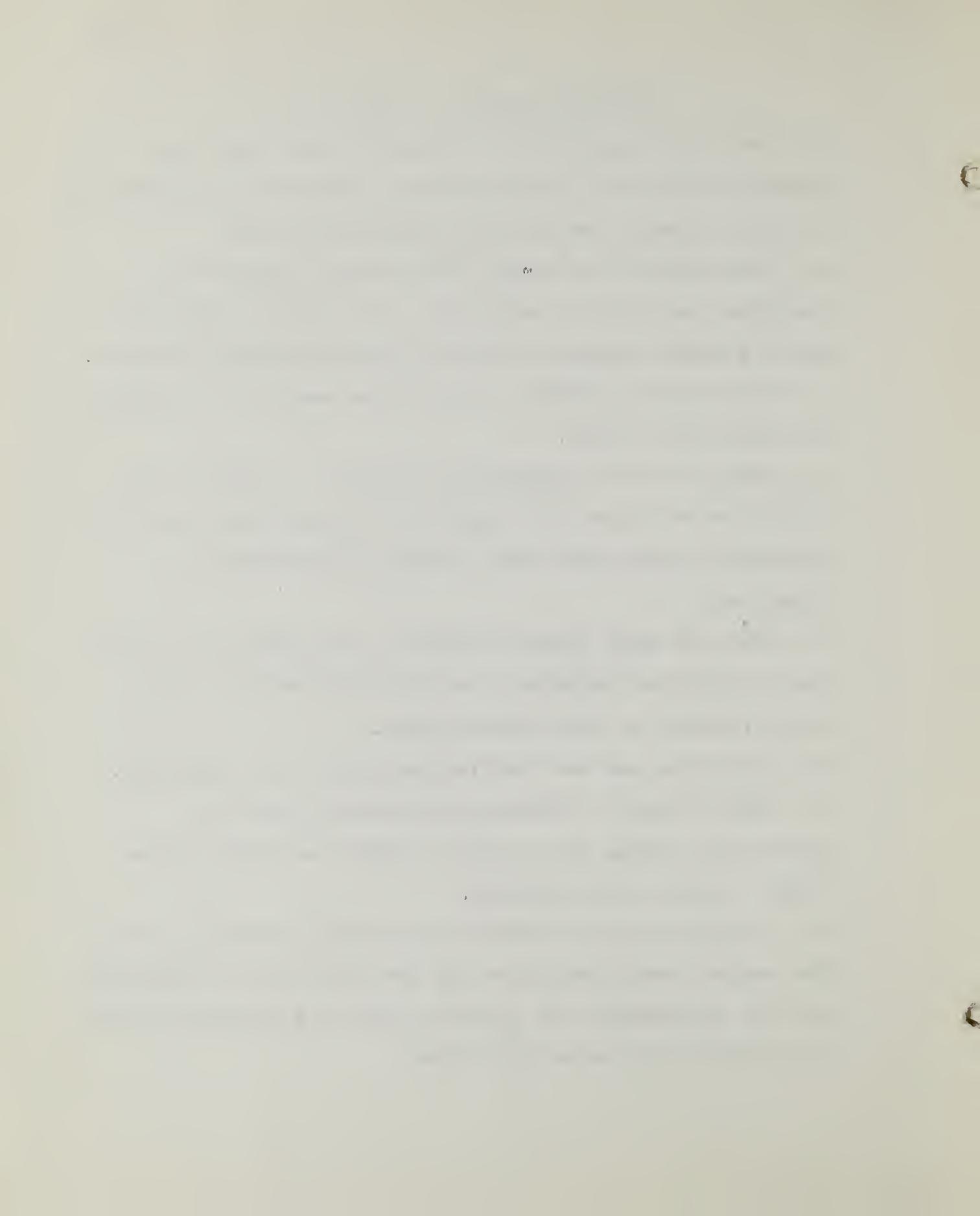
The poor or mediocre impression a student makes on the personnel manager when she goes on her first interview is due to a large extent to her unfamiliarity with the procedure of how to act during a personal interview.

To overcome this unfamiliarity, it is only necessary to conduct practice interviews in the classroom.



The Delimitation of the Unit

1. The student should be taught not to fear the first interview since the interview merely serves as an opportunity to bring together the position and the applicant.
2. Each business has established certain standards or policies for selecting employees. The student should know and fit these standards in order to be considered favorably.
3. Each personal manager realizes the necessity of putting the applicant at ease.
4. Familiarity with employment procedure should put the student more at ease when applying for a position, since it provides her with some idea of what to expect from an interview.
5. There are many factors besides a good scholastic record that an employer considers when hiring a student. These were discussed in the preceding unit.
6. References are not the final measure of the applicant.
7. Pupils should be familiar with various kinds of application blanks and be able to answer questions truthfully, clearly, and carefully.
8. If the position is filled as a result of the interview, the student should make sure all the conditions of employment and the arrangements for coming to work are thoroughly understood before she leaves the office.



9. If she does not obtain the position, the important lesson to be learned is not to become discouraged. She should think back over the interview, analyze the good points, decide how she can improve on other points, and look forward with confidence to the next interview.

10. A sincere interest in securing the position, self-confidence, frankness and sincerity, and a general mental alertness will do much to help the student make a good impression on the personnel manager.

Faint, illegible text, possibly bleed-through from the reverse side of the page. The text is arranged in several lines and appears to be a formal document or letter.

Incidental Learning Products

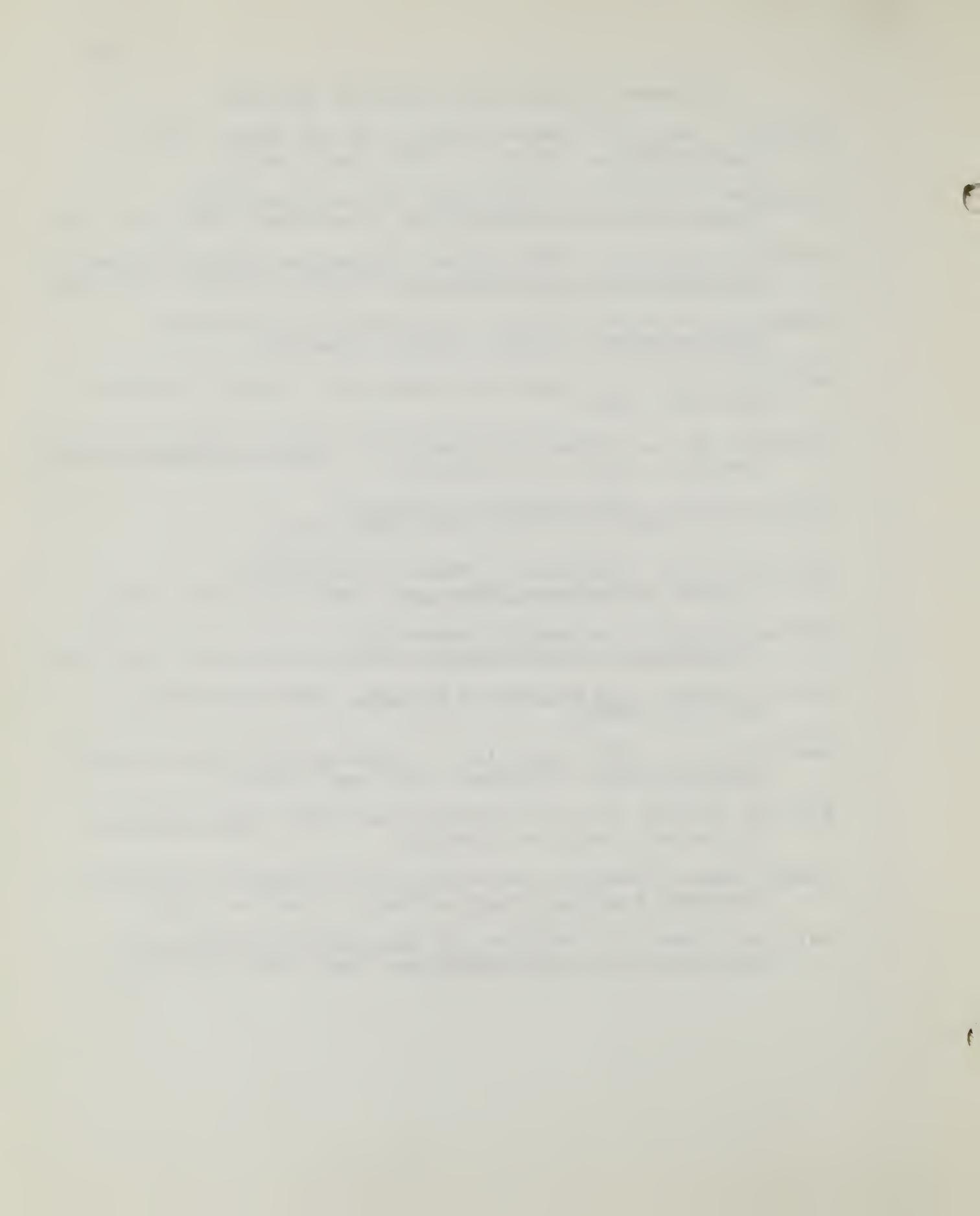
The student should learn

1. to analyze her own qualifications for a desired position.
2. to acquire poise and confidence through talking with business men and women.
3. to share experiences of the first interview with classmates.
4. to profit from these experiences.
5. to admit, but not to be discouraged by, failure in securing a position.
6. to accept failure to secure a position gracefully.
7. to find her way around the business section of Boston.



References of Particular Value to Teachers

- Ahlering, Inez, and Hemmer, Marion, "So You Want a Job",
Balance Sheet, (November, 1941), pp. 116-117.
- Davidson, Dorothy D. "Preparing for the First Job",
Journal of Business Education, (September, 1941), 17: 2-22.
- Donlan, Violette I. "Why Business Graduates Fail or Succeed",
Journal of Business Education, (November, 1941), 17: 25-26.
- Gasman, Dorothy Wein, "The First Job--Still a Problem",
Balance Sheet, (January, 1942) pp201-204.
- Gardiner, Glenn L. How You Can Get a Job, Harper Brothers,
New York, 1938.
- Greenway, M. E., "Experience Required", Business Education World,
(February, 1937), pp. 403-405.
- Hoving, Walter, Your Career in Business,
Duell, Sloan and Pearce, New York, 1940.
- Laflin, Allan, "Placement--a Phase of Guidance",
Journal of Business Education, (May, 1942) 18: 11-12.
- Lyons, George J. and Martin, Harmon C.,
The Strategy of Job Finding, Prentice-Hall, New York, 1939.
- Maule, Frances, She Strives to Conquer, Funk and Wagnalls,
New York, 1934.
- Sanford, W. S., "The Psychology of Dealing with Young People",
Balance Sheet, (November, 1940) pp. 116-117.
- Sunting, Marion, "Are You Enjoying Your Job", Gregg Writer,
(November, 1942) 19: 119-120.
- Tracy, Rhoda, "Teaching Job Finding to Secretarial Students",
Business Education Digest, (March, 1942) 6: 59-62.
- Weinland, James D., "Problems of Employment Interviewing",
Journal of Business Education, (May, 1942), 17: 11-12.



The Unit Assignment

Tentative Time allotment.-- Ten periods of forty-two minutes each have been reserved for this discussion and the testing program.

Introduction.-- Many candidates fail to secure a coveted position because they do not plan ahead for the personal interview. They just walk in and ask for the job. There is a definite technique of applying for a position and in these days of active competition, it is well to be familiar with the routine of the personal interview.

Classroom and laboratory activities.-- This part of the assignment has been divided into five parts: getting to the office; meeting the receptionist; meeting the personnel manager; conduct during the actual interview; terminating the interview.

Evaluation.-- This will consist of practice interviews conducted by the head of the commercial department and the director of placement. They will judge the readiness of the students for the first interview.

Text: Edwin M. Robinson, Training for the Modern Office.
pp. 417-471.

1. Why do organizations establish employment policies and employment departments?
2. You have an appointment for three o'clock with Mr. Jones, the personnel manager of the United Insurance Company. What time should you arrive at his office?
3. How do you know what time to leave the school building to arrive at his office on time?
4. How would you go from the school to his office? Bring into class a map of the city. Check the address of the company with the Guidance office. Plan your trip from the school. Write out your route, have it checked in class.
5. Should you know anything about the firm before the day of the interview?
6. What should you know about the position you are applying for before you go for the interview?
7. Where would you get this information?
8. Make a list of things you would want to know about a prospective employee if you were a personnel manager. Post your list on the bulletin board. Compare with other lists. How do you measure up to the requirements of these lists?
9. Do you think it might help if the class made a list of the various questions an employer might ask? Talk with some former graduates who have secured positions through the school--ask them about their first interviews. Report back

to class any suggestions they may give you.

10. Could you answer satisfactorily the questions suggested by the lists mentioned above?

11. If you were going for an interview tomorrow, should you have any late evening engagement tonight?

12. What is the usual time of day for employers to interview applicants? Why?

13. What is the purpose of the personal interview? Why can't you just send your picture and a copy of your scholastic record to Mr. Jones?

14. What should you do when you enter the insurance company building. How will you find your way to Mr. Jones' office?

15. How should you enter Mr. Jones' office? Enter the classroom as if it was his office--the class will criticize your entrance.

16. How should you greet the receptionist? Make a list of correct greetings. Compare your list with lists made by others in the class. Select the best greeting.

17. Come into the classroom and greet Miss Connor who will act as the receptionist.

18. What can a receptionist tell about you from your manner of entering the office and speaking to her?

19. Do you think the impression you make upon her will have any effect on your chance for getting the position you

are seeking?

20. If your appointment with Mr. Jones is delayed, and you are asked to wait about twenty minutes, what should you do?

21. If you had to wait two or three hours, what should you do?

22. If others are waiting, should you talk with them? If so, should you discuss the position you are seeking?

23. What can you do to avoid becoming panicky when you are waiting?

24. If the receptionist brings you in and introduces you to Mr. Jones, what would be a correct greeting?

25. Should you offer to shake hands with him?

26. If you enter alone, what should you do?

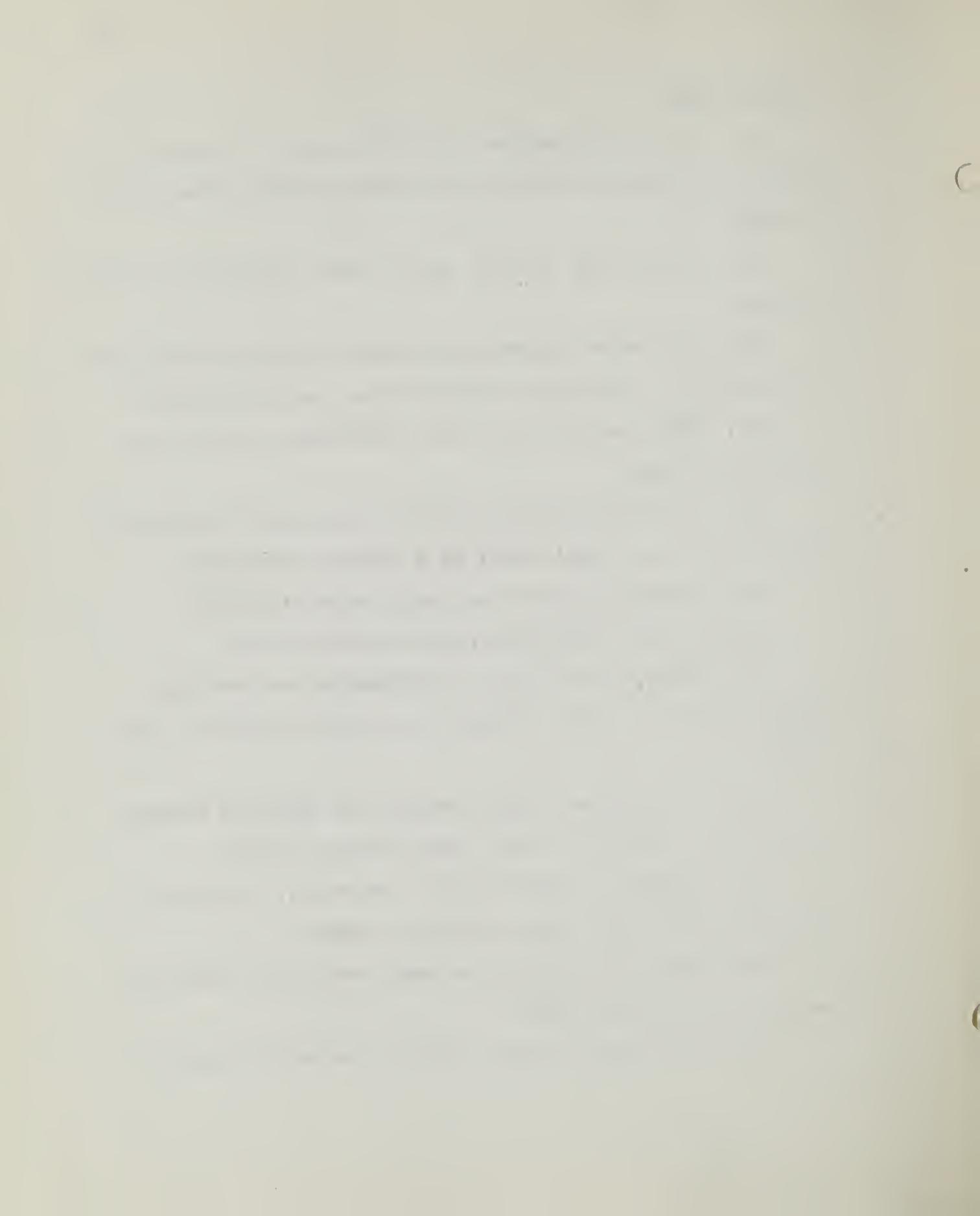
27. Suppose Mr. Jones is telephoning as you step through the door, what would be the correct thing for you to do?

28. If you enter alone, suppose he keeps on working and pays no attention to you, what should you do?

29. Suppose he does not hear you enter, should you speak to him? If so, what should you say?

30. When do you think you make your first indelible impression upon Mr. Jones?

31. Upon what does this first impression depend?



32. Should you have learned a set speech to try to impress him?

33. If you have a letter of introduction, do you give it to Mr. Jones or should you have left it with the receptionist?

34. Of what value are letters of introduction?

35. If he asks you to sit down, how should you sit?

Illustrate.

36. What should you do with your gloves and bag?

37. Should you bring any bundles in with you?

38. If Mr. Jones asks you to smoke, what should you say?

39. Who should start the interview?

40. Would you expect Mr. Jones to start to talk at once about the position you are seeking, or would you expect him to talk about trivial things for a while?

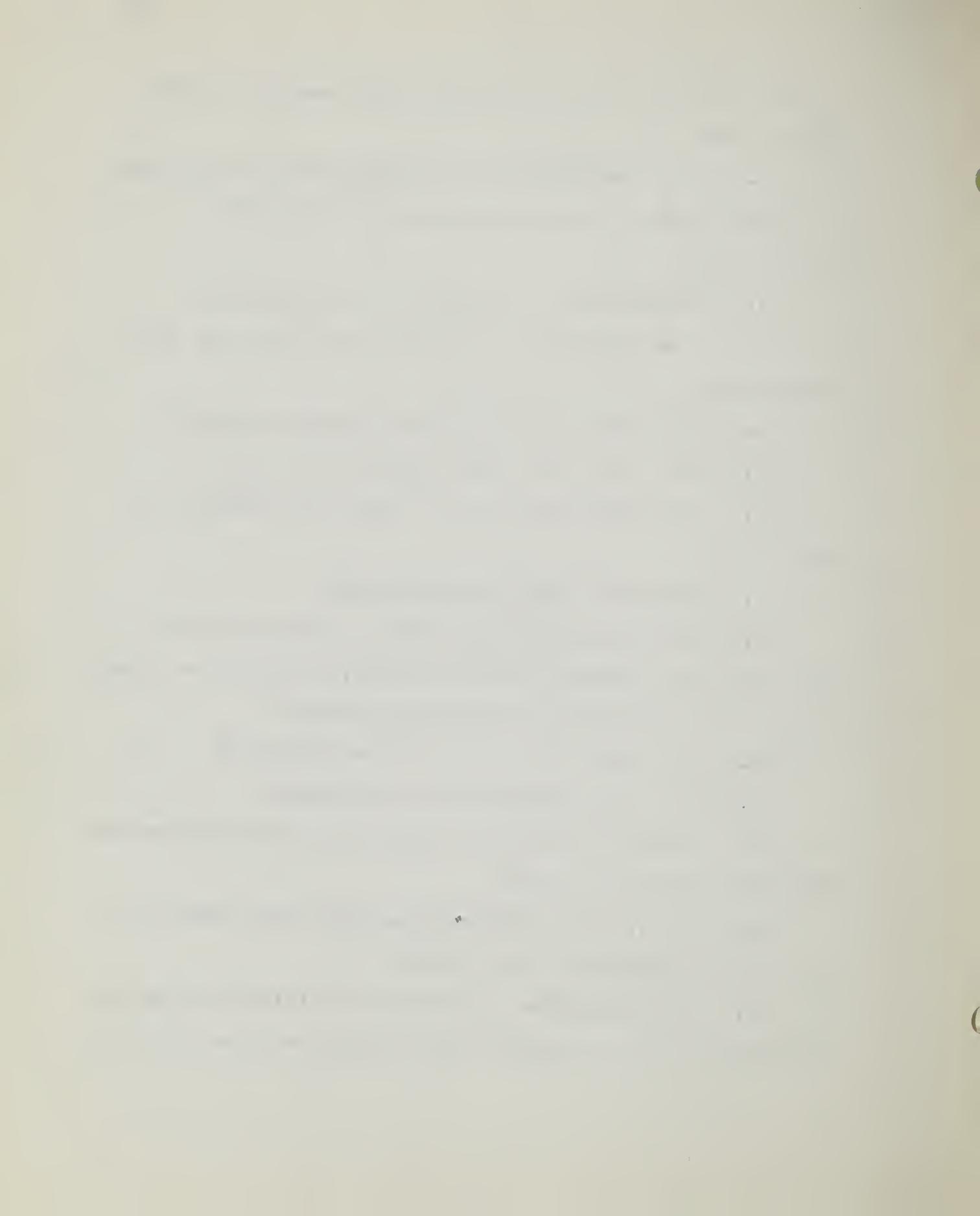
41. Who controls the trend of the interview?

42. Should you ever take the initiative?

43. During the interview, should you be looking around the room or out the window?

44. If Mr. Jones asks questions that seem rather aimless to you, should you tell him so?

45. In an interview, is it wise to claim that you can do more than you can actually do, feeling that you might be



able to fill the gaps in your training if you get the position?

46. Should you ever start a discussion of personal matters?

47. If Mr. Jones asks you questions about your family, your friends, your religious affiliations, your hobbies, should you show resentment in answering?

48. Why do you think he asks such questions?

49. If he asks you questions, the answers to which might be unfavorable to your chances of getting the position, should you answer truthfully or evasively?

50. Unless given an opportunity, should you mention your good qualities?

51. Why doesn't Mr. Jones ask you about your school record?

52. Should you bring a notebook and pen in anticipation of a test?

53. If you are asked to fill out an application blank, how would you go about it?

54. From the Guidance office, obtain as many different samples of application blanks as you can. Read them carefully and be sure you can answer every question on every blank? Why are the questions different on different blanks?

55. Can you think of any way in which you might make

your personality show up on an application blank?

56. Is it wise to misrepresent yourself on an application blank?

57. What should you do if you make a mistake on a blank?

58. Would it be wise to read the blank all the way through before you start to fill it in?

59. Can you think of any way in which your application blank might be the reason for your not securing the position?

60. If you are given an application blank and told that you may fill it in immediately and leave it, or that you may take it home, fill it in, and mail it back--what would be the better thing to do? Why?

61. Will you have an opportunity to ask questions before the interview is over?

62. Do you think you might be judged by the kind of questions you ask or the manner in which you express yourself?

63. Would it wise to plan your questions before the interview? If so, bring into class questions you might ask.

64. Should you ever ask about salary?

65. If Mr. Jones should ask you what salary you would expect to start with, what would your answer be?

66. Should you ever say "I need (must have) \$-- a week? Why not?

67. If the salary offered you is low, would it ever be wise to consider the position? When?

68. What is meant by a system of salary standardization? Is it a good thing for an office?

69. Do you know what amounts would be deducted from your weekly salary and why?

70. What do you know about social security?

71. Who ends the interview?

72. What should you do if Mr. Jones indicates that the interview is finished without telling you whether or not you are hired?

73. If Mr. Jones says, "If we need you, we will let you know", what should you say?

74. How should you end your part of the interview so that you will leave a definite and favorable impression on Mr. Jones?

75. If you get the position, what information should you seek before you leave the office. Make a list for class discussion.

76. If you do not get the position, what should be your reaction?

77. Usually the Placement office sends two applicants for each position. (not at the same time) If the other applicant gets the position, what should be your attitude toward her?

78. How should you walk out of Mr. Jones' office?
Illustrate.

79. Should you speak to the receptionist on your way out? If so, what would be the correct thing to say?

80. Should you write Mr. Jones a note thanking him for the interview if you get the position--if you do not get the position? If so, write such a note and bring it to class for criticism.

81. Beside the assigned reading from the text, you should read at least two more articles on the subject of the personal interview from the bibliography or from some other source. Bring into class anything of interest you read or if that is not possible, write a digest, or post on the bulletin a reference to the article you liked.

82. At the completion of this unit of work, Mr. Cowan or Mr. Glazier will conduct practice interviews. A list will be posted on the bulletin board several days in advance and you will check to find out what day you are to be interviewed. You will come to class dressed as if you were actually going to talk with a prospective employer.

During the interview Mr. Cowan or Mr. Glazier will be making a mental picture of you. He will note certain factors about you that he can record on a rating scale after the interview is concluded. A day or two after the interview, you will be asked to meet with who-

ever conducted the interview and he will discuss with you his reactions to your appearance and attitude during the interview.

Following is a copy of the rating scale used by Mr. Cowan and Mr. Glazier:

Characteristics	Grading			
	Excellent	Good	Average	Poor
Appearance				
Personality				
Initiative				
Mentality				
Posture				
Speech				

You will be given a copy of this rating scale as made out by the interviewer. What use is made of it, is definitely up to you.

Test on Unit II

- I. Directions: After each statement given below, indicate your answer by circling the word "true" or "false" at the right.

The first statement is given as an example.

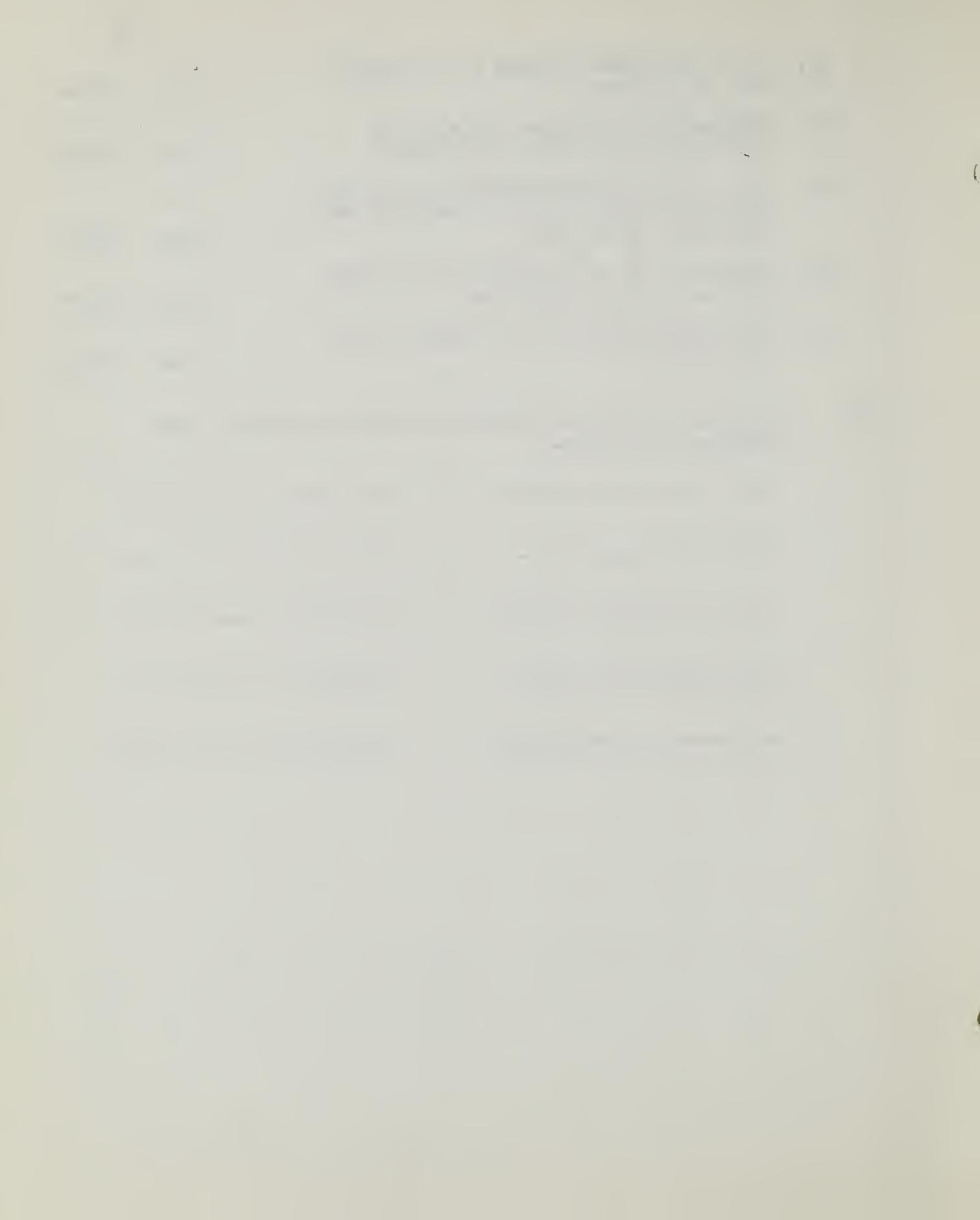
- | | | | |
|-----|---|------|--------------|
| 0. | It is not necessary to give much thought to the choosing of your first job. | true | <u>false</u> |
| 1. | It is worthwhile to make a written analysis of yourself before applying for a job. | true | false |
| 2. | There is no master key by which to open job opportunities. | true | false |
| 3. | Employers do not like to employ pupils who have failed in their school work. | true | false |
| 4. | If you expect to be considered favorably for a business position, you should have a business-like appearance. | true | false |
| 5. | Letters of recommendation carried by applicants are extremely valuable in seeking a job. | true | false |
| 6. | Clothes for the interview should look expensive. | true | false |
| 7. | To dress up to improve your appearance is dishonest. | true | false |
| 8. | Nervousness during an interview can be easily overcome. | true | false |
| 9. | The best way to get in to see a personnel manager is just to "drop in" to his office. | true | false |
| 10. | You should make up a speech of introduction and memorize it. | true | false |
| 11. | You should let the employer start the interview. | true | false |

- | | | | |
|-----|--|------|-------|
| 12. | You should introduce yourself to the reception clerk as carefully as to the employer. | true | false |
| 13. | The best letter of application simply asks for an interview. | true | false |
| 14. | Most application blanks are never looked at after they are submitted. | true | false |
| 15. | It is seldom wise to add facts on an application blank if they are not asked for. | true | false |
| 16. | If you are not a little nervous you are not taking your interview seriously enough. | true | false |
| 17. | It is unfair to apply for a job you don't want in order to get practice. | true | false |
| 18. | An employer is interested in your outside activities. | true | false |
| 19. | You should intersperse some slang into your conversation during the interview. | true | false |
| 20. | Not all employers will be interested in the same qualities in a prospective employee. | true | false |
| 21. | People are not hired because they need money but because they can do the job. | true | false |
| 22. | Former employers and teachers are the best references you can give. | true | false |
| 23. | In applying for a position by letter, you should enclose a stamped self-addressed envelope. | true | false |
| 24. | You should always try to impress a prospective employer by suggesting that you have other chances of employment. | true | false |
| 25. | Begging for a job seldom gets results. | true | false |

- 26. It is perfectly proper to contradict the interviewer. true false
- 27. Prospective employers like to be flattered during the interview. true false
- 28. You should leave immediately when the employer shows that he considers the interview at an end. true false
- 29. Employers do not object if you chew gum during the interview. true false
- 30. You should always be on time for an interview. true false

III. List ten things you should know about yourself when applying for a job.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



III. Directions: From the list of words given in the left column, fill in the blank spaces in the following paragraphs. Insert the number, not the word. Use each word only once.

- | | |
|-----------------|---------------------------------------|
| 1. experience | |
| 2. training | The three points considered by |
| 3. nervous | employers as qualifications for a job |
| 4. appearance | are _____, _____, and _____. |
| 5. graciousness | Spend as much money and _____ on the |
| 6. good manners | outfit you wear to an interview as on |
| 7. thought | the outfit you'd choose for a dance. |
| 8. clothes | It should be _____ and _____. |
| 9. smart | When applying for a position, be |
| 10. suitable | _____, be _____ and be _____ and |
| 11. expensive | don't tell a hard luck story. |
| 12. calm | |
| 13. personality | Prove by your _____, your _____, and |
| 14. pleasant | your manners that you are the type |
| 15. courteous | of employee that would be an _____ |
| 16. attitude | to the firm. |
| 17. asset | |

Optional Related Activities

1. Select some business firm you think you might like to work for. Find out all you can about the firm. Write a report of your findings together with your reasons for wanting to work for this particular firm, what position you would like to hold eventually, where you would be willing to start. File your report with the Placement office.
2. Talk with the Placement office about salaries for beginners. If you find there is an average salary for high school graduates, try to set up a personal budget for that salary. Mrs. Vietze will be glad to help you .
3. Visit as many business offices as you can without making a nuisance of yourself. Find out what qualifications the business man looks for in prospective employees.
4. Make a list of prominent people who started as office workers, particularly as stenographers. Note any interesting information about them.
5. Make a collection of application blanks.
6. Trace the development of the personnel department in the business office.
7. Do a little reading on any of these subjects: salary standardization; social security; workmen's compensation; health insurance; pension systems.
8. Write a short play portraying the right and wrong way to conduct oneself during a personal interview.

BIBLIOGRAPHY

- Baker, J.C., Kennedy, W. D. and Malott, D. W.
On Going Into Business, McGraw-Hill Company, New York, 1936.
- Charters, W. W. and Whitley, I. B., Analysis of Secretarial Traits,
Williams and Wilkins Company, Baltimore, 1924. pp. 48-62.
- Eldridge, Irene, "Pointers on How to Apply for a Job,"
The Gregg Writer, (May, 1943) 163
- Gardiner, Glenn L. How You Can Get a Job, Harper Bros.
New York, 1938. 310p.
- Harris, G. L. Business Offices, Gregg Publishing Company,
New York, 1935.
- Jones, L. L. Our Business Life, Gregg Publishing Company,
New York, 1935. pp. 596-644.
- Jones, L. L. and Bertsche, Lawrence, General Business Science,
Gregg Publishing Company, New York, 1930. pp. 3-33;92-108; 165
-185.
- Loso, F. W., Hamilton, C. W.. and Agnew, P. L.,
Secretarial Office Practice, Southwestern Publishing Company,
Cincinnati, 1937. pp. 120-141
- Morris, Marion P., "The Little Things that Count in Getting and
Keeping a Job", Briston-Meyers Company pamphlet,
New York, 1942. ppl-8.
- Robinson, Edwin M., Training for the Modern Office,
McGraw-Hill Company, New York, 1939. pp. 417-471.
- Turner, B. C., The Private Secretary's Manual, Prentice-Hall,
1932. pp. 744-754.
- Wright, Margaret, Getting Along with People, McGraw-Hill Company
New York, 1936. 310 p.
- ZuTarvern, A. B., and Bullock, A. E.,
Business Principles Everyone Should Know, H.M.Rowe Company
Baltimore, 1933. pp. 193-218; 387-396.

CHAPTER IV

DISCUSSION OF EXPERIENCES IN TEACHING THE UNITS

The Need for These Units

The custom of the school.-- It is the custom in the Dedham High School to permit the members of the commercial course to leave school in April of their senior year to accept office positions, provided they meet the requirements of the school board. In previous years it has always been necessary for the teacher of Secretarial Practice to criticize the appearance of the girls before they went on personal interviews and to advise them to make certain changes in their attire when these changes seemed in order.

Such suggestions were frequently resented, sometimes by the a pupil, frequently by a parent who might call the superintendent or perhaps a member of the school board to complain that a teacher had told her daughter to cut her hair, to lengthen her skirt, that a manicure would improve the appearance of her hands, or that too much make-up did not become a seventeen-year old girl. It was never an easy task for the teacher in charge of the class.

Improvement under the unit assignment.-- The same teacher, under the unit assignment, is relieved of this very unpleasant task of criticizing the pupils' appearance. Now, she simply

passes out the guide sheets and lets the girls criticize themselves and each other. This they did with much gusto, but without malice. It was agreed at the beginning of the discussions that all criticisms would be constructive; that every girl would take suggestions in the spirit in which they were given. It is interesting to record that every girl held to this agreement.

Pupils' Reaction to the Unit Assignment

A new idea.-- This was the first time that the pupils had done any work in the Secretarial Practice class under the unit assignment method. They were most enthusiastic and showed more interest in preparing for the first job interview than any other class the writer has ever had.

They entered with a most cooperative spirit into the necessary laboratory work, and in class discussions they accepted all criticism and suggestions of their classmates eagerly and good-naturedly.

Evidences of pupils' interest.-- The pupils followed every suggestion of the guide sheets with interest and understanding; many of them brought into class worthwhile ideas for related activities. When planning cut-outs for an "interview" wardrobe, some of the girls brought into the classroom many of the better type of fashion magazines. One wholly unexpected result of the collection of magazines was the eager

interest shown by some of the girls who had previously centered their criteria for clothes around pictures in the moving picture magazines. One of these girls suggested that if each girl in the class contributed fifteen cents, it would be possible to buy at least two fashion magazines for the classroom library for the remainder of the school year, and she took it upon herself to collect the money, and each month she brought into class a copy of "Charm" and of "Mademoiselle."

These two magazines were thumbed through by many members of the class and it was interesting to notice that not one of the copies was defaced, cut, or lost during the school year.

Interest in selecting clothes for the interview.-- After the discussions on part two of the first unit were completed, the class collected pictures of a complete wardrobe such as they would like to assemble for an interview. They selected either a dress and coat or a suit and blouse, and shoes, a hat, bag, accessories. These they mounted on a large piece of drawing paper, and in the corner of the paper they drew squares of the basic color and contrasting colors they planned to use. In another corner of the paper they placed their selection of a becoming and appropriate hair-dress, and the correct color of lipstick and nail polish for business. The girls who could draw well, drew their wardrobe and colored the drawings.

After the wardrobes were completed, they were posted on the bulletin boards in the classroom--the name of the pupil

was placed on the back of the drawing paper--and they were criticized by the members of the class. Then each pupil claimed her own, and they were criticized again as to the correct color schemes and the becomingness of the attire for the individual who had assembled the wardrobe.

Many pupils from other divisions and from other classes came to look at the exhibit and a box was placed on the teacher's desk where they might place criticisms, friendly or constructive. Many interesting criticisms were received.

A model criticises the exhibit.-- One of the girls in the sophomore class is a model in the Jordan Marsh store and is a 1943-44 runner-up of Miss Marcia Jordan. She came in to look over the exhibit and happened to say very casually that there was one outfit she liked best of all and told why. Immediately she was asked to give her opinion of all of them and the class arranged a double period one day and she went over each wardrobe, making very constructive criticisms which were most enthusiastically received by every one in the class.

Some Interested Visitors to the Class

Others become interested in the units.-- Interest in what the pupils of the division were doing was widespread through the school and teachers from other departments visited the class during discussion periods, sometimes joining in the discussions and offering many worthwhile suggestions.

One of the English teachers acted as receptionist during one class period and criticized each girl's approach, greeting, and manner of seating herself. Another teacher, who had done some interesting work in choral speaking, came in at the first and last days of the discussions on correct speech and was most helpful in giving suggestions and noting improvements made.

The superintendent of schools happened in during a discussion on posture, and stayed the entire period, listening with much interest to the discussion which was lead by one girl and entered into by all members of the class. As a result of this visit, and because of his interest in the unit assignment method, he has purchased for the class many books needed for preparation of the laboratory work for the discussions.

During his visit the girls walked around the room and he criticized them. One girl, tall and rather stooped, made a noticeably poor impression. At the end of the discussion (five lessons) she walked around the room again, and she had made such a marked improvement that the class watched her, first with amazement and then with admiration, and finally applauded her vigorously. When she was commended she admitted that, having made such a poor impression in front of the superintendent, she had practiced every day at home, walking around the house balancing a book on her head.

The Satisfaction of Work Well Done

The final test of the work of the two units.-- The results of the work of these two units came into being on the days when, at the end of the second unit, Mr. Cowan and Mr. Glazier conducted practice interviews. The girls came to school on the day assigned for their interviews dressed as if they were going to Boston on an actual interview. Easter had come and gone, and most of the girls had their new spring outfits. It was interesting to note that most of them had followed all the suggestions as to color, line, and style that they had received during the discussions. They all looked very "smart" and they were much pleased with themselves and with each other. Those in charge of the class were very proud of them, too.

Each of them went into the practice interview with the assurance that she was dressed correctly, walked correctly, spoke with a pleasing inflection, and that she knew just about what to expect in the way of questions.

As a result of so much open discussion in class and because most of the girls had talked with teachers in other departments and with business men during the laboratory work on the units, it was noticeable that the girls had gained poise and assurance.

The result of actual interviews.-- All the girls in this division who were sent out on actual interviews recommended by the school were hired at the time of the first interview. Two

personnel managers, one from an insurance company, the other from a bank, mentioned to the placement director that they were much impressed by the personal appearance, the pleasing personality, and the alertness of every girl they interviewed.

Reaction of Parents

A change of attitude among the parents.-- To the teacher in charge of the work, it was a source of satisfaction to note the reaction of parents --no longer were complaints made but commendations came back to the school as to the improvement of the girls in personal appearance, in posture, in tone of voice, and in their general interest in wearing the correct clothes and the correct colors not only for school, but for all occasions. Mention was made particularly of the fact that the girls were taking much better care of the things they had and that they were becoming most particular to see at night that the collar for the next day was spotless.

The mothers particularly were most cooperative in permitting the girls to plan and to buy the clothes for the personal interview. The girls, in turn, brought into the home their new knowledge that to be well-dressed one does not have to "follow the crowd" in color, style, or age of clothes.

Conclusion

As to the value of unit organization.-- This is the first experience the writer has had with unit organization, but from such a limited experience it is safe to say that the unit assignment method has much of value to the forward-looking teacher of business subjects, particularly in these war days when business demands that pupils be trained for the jobs of the day in a minimum of time with a maximum of efficiency.

Unit organization--getting ready to do the things that ought to be done in any good teaching-learning cycle and getting ready to leave undone what ought to be left undone-- offers a solution in meeting the demands of these stepped-up programs, for a program set up in units, with a definite time schedule for each unit, with the goal ever before the students, speeds up the work and brings more quickly the desired result--preparedness for the job ahead.

As to desirable characteristics of unit planning.-- In planning these two units, it has been possible to embody into the teaching-learning cycle many desirable characteristics not learned from textbooks, which will aid in the development of character and help the students to meet the problems of the business office. Since most of the students in the commercial course do not go to college, this should be a very important feature of the course. In these units

pupils have found opportunities for character building; to learn to get along with others; to work without constant supervision of the teacher; to plan and use their time advantageously; to develop better study and work habits; to learn to share experiences with others; for self-reliance; for self-criticism and self-appraisal; to learn to become familiar with many authorities and many points of view rather than to formulate opinions from one textbook; to be satisfied at the end of the learning cycle that they have done a real and worthwhile piece of work; to set up for themselves high standards to bring with them into the business office.

As to the value of integration.--The unit assignment made possible a very ambitious set-up for integration between other departments in the school--domestic science, physical education, health, English, sewing, art, music. In a school the size of the Dedham High School, the pupils in the commercial department very seldom see, and never become acquainted with, the teachers or the work of the other departments, nor do the teachers of those departments have any realization of the work that the commercial department is attempting to do. These units provided an excellent opportunity for the various departments to become acquainted with each other and led to a better understanding between all concerned.

As to the need of the unit assignment method.-- From such a slight acquaintance with this method, it seems to the writer

that if the underlying purpose of secondary education is to prepare the students to meet the problems of business and society, and to make of them good citizens upon whose shoulders rests the future of this country, then a method of teaching-learning which places before the students activities related to their own lives, in which they are genuinely interested and puts the responsibility for the learning directly up to them, would seem to be method best qualified to attain the desired goals. Such a method is the unit assignment method of teaching.

APPENDIX

Keys for Mastery Tests

Unit I

Part 1. page 38

- | | | |
|----------|-----------|--|
| 1. true | 8. false | 15. true |
| 2. false | 9. true | 16. true |
| 3. true | 10. true | 17. true |
| 4. true | 11. false | 18. false |
| 5. false | 12. true | 19. true |
| 6. false | 13. false | 20. false |
| 7. false | 14. false | 21. good appearance
pleasing voice
good health
interest in others
courtesy
adaptability ^{1/} |

Part 2. page 40

1--1

2--1

3--1

4--s

5--3

6--3

Parts 3 and 4. page 42

- | | | | | |
|----------|----------|-----------|-----------|-----------|
| 1. true | 5. false | 9. false | 13. true | 17. false |
| 2. false | 6. true | 10. true | 14. true | 18. true |
| 3. true | 7. false | 11. true | 15. false | 19. true |
| 4. false | 8. false | 12. false | 16. true | 20. true |
| | | | | 21. false |
| | | | | 22. true |

^{1/} Answers may be interchanged

Part 1. page 68

- | | | |
|-----------|-----------|-----------|
| 1. true | 11. true | 21. true |
| 2. true | 12. true | 22. true |
| 3. true | 13. false | 23. false |
| 4. true | 14. false | 24. false |
| 5. false | 15. true | 25. true |
| 6. false | 16. false | 26. false |
| 7. false | 17. true | 27. false |
| 8. true | 18. true | 28. true |
| 9. false | 19. false | 29. false |
| 10. false | 20. true | 30. true |

II.

- | | | |
|--------------|---------------------------------------|----------------------------------|
| 1. exact age | 4. names of parents | 7. wages expected |
| 2. height | 5. religious affiliations | 8. subjects liked best in school |
| 3. weight | 6. references | 9. interests outside of school |
| | 10. goal for the future ^{1/} | |

III.

- | | | | |
|---|----|----|----|
| 2 | 7 | 14 | 13 |
| 4 | 9 | 15 | 16 |
| 6 | 10 | 12 | 17 |

1/ Answers may be interchanged

