Intermediate

SECRETARIAL PRACTICE

An integrated approach to typing and office practice

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MACMILLAN EDUCATION

ISBN 978-0-333-14142-7 ISBN 978-1-349-01656-3 (eBook)
DOI 10.1007/978-1-349-01656-3

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First published 1973 by
THE MACMILLAN PRESS
London and Basingstoke
Associated Companies in New York Toronto
Dublin Melbourne Johannesburg and Madras

SBN 333 14142 3

Preface

A questionnaire given to employers and former students who had been employed for a short time showed that although students may do well in their examinations, they find that the transition from simulated office work to the real thing is difficult; all work must be *perfect* when presented to the boss, who will not give marks out of ten but demand that unsatisfactory work be done again.

Secretarial Practice is designed to give students the varied and realistic experience that they need to prepare them for their first job and offers an integrated approach to typewriting and office practice. In particular, it offers *realism*:

- * All the projects are based on the work of real offices.
- * Because each unit is based on the work of a particular kind of firm, the book offers experience of a great variety of office work.
- * The projects have been designed to help students to work on their own and with a minimum of supervision: errors have been included so that students must learn to use common sense, and not always slavishly follow the copy.
- * The projects provide an integrated experience of typewriting and office practice and involve the student in finding correct information from reference sources, neat and accurate display of typed work, typing the correct number of copies, selecting the most suitable form of duplication, folding letters, typing correctly addressed envelopes of the *right* size, and so on.
- * Samples of letterheads and forms are printed at the back of the book for the teacher to duplicate as required.

It is suggested that to enable students to type the work without breaking off constantly, it will be useful if they are given their projects a week in advance. This will give them time for the necessary research, planning of tabulations, composition of letters, and so on. They can then type the work in a morning or afternoon session, treating the teacher as the office supervisor. It may also be helpful if each student has a different project.

Obviously, carbon copies should be typed as a matter of course, together with a suitable envelope, to emphasize that the jobs are not merely exercises handed in for marking, but must be complete and perfect when handed to the supervisor.

Clearly, it is not desirable to duplicate the number of copies requested in many of the jobs: the number of copies required should indicate to the student which method of duplication should be used. The teacher can use a progress chart to ensure that students use all the office equipment available at some time during the course. When no duplicating is possible, students could indicate the method they *would* have used.

Thus, it is hoped, this book will help the teacher to plan more realistic office practice lessons, and will provide more enjoyable and satisfying lessons for the student.

K.A.M. Evans

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