

IBM

Y. H. Foster
25 B.M.
San Francisco
YU 6-2053

Department of Education

INSTRUCTOR'S REFERENCE MANUAL

Staff of the World Headquarters Department of Education

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During the School Term, the office of the Department of Education is attended by a member of the staff from 9:15 a. m. to 8:15 p. m., Monday through Thursday, to serve instructors and students.

If instructors have any questions in connection with their classes, it is suggested that they contact the individual who is responsible for their area of interest.

CONTENTS

- I Background To Learning
- II Techniques and Guides for Effective Teaching
- III Audio Visual Aids
- IV Records and Reports

PREFACE

You are about to do something exciting, interesting and worthwhile. You are going to teach someone something and, depending on your ability, knowledge and personality, he will learn what you have taught.

SOMEONE
WILL
LEARN

This manual is prepared to help you do a better teaching job, to profit the individual and the company. What are the "tricks" of the trade? What are the magic formulas that must be followed? The answer is, there are none - as such; but there are guides and devices that can make your teaching sharper, clearer and more productive.

The manual is divided into four parts:

1. Background to learning
2. Techniques and guides for effective teaching
3. Selections, applications and use of visual material, lectures, tours, etc.
4. Records and reports.

EVERYONE
IS
DIFFERENT

No one has all the answers because in such a complex operation dealing with people it is impossible to provide a set pattern to follow. However, read the background information carefully, with your students in mind, and you will discover some aspect of the material which refers to them. Remember, everyone is different. Usually, no two people will present the same problem and therefore it is difficult to make any generalizations on how a situation should be handled.

We want you to feel free to discuss with us any problem that might arise. By close and continued cooperation with the school office, the best possible job can be done for the student and the company.

Books on teaching for adults will be made available to all instructors in the school library. We suggest that you use these, as well as conferences with Department personnel on any problem which may arise.

BACKGROUND TO LEARNING

A
CHALLENGE

Adult education represents the most challenging type of teaching because you will be facing a voluntary class. Most teachers have taught "captive" groups in that the students had to stay and listen whether they wanted to or not. In this program your success will depend, to a great extent, on whether you give the students what they want in terms of content, delivery and personal value. While there is no royal road to learning, we must make it as comfortable as possible.

The people in your class will learn because they are motivated to learn. They have come for a specific purpose.

COOPERATION

PROGRESS

Memories of school experiences will often color a student's attitude because he might remember his grade school teacher was sarcastic or kind, impatient or easy-going, or incompetent or capable. It is up to you to set the tone of the class, that it is a cooperative enterprise based on the instructor's ability to present the subject and the student's willingness to listen and work. You should know your subject so well that you will be able to guide the learner and minimize error and provide success. It is important that you let the student know of the progress he is making and that he is gaining some mastery of the subject. If such is not the case, a conference might be necessary. Constantly put yourself in the learner's place and realize the task he is facing. All too often the teacher has mastered the subject so well that he is impatient with those who don't get it on first exposure. Set up in your own mind the pitfalls that must be avoided and in your planning steer the student away from mistakes. In adult education we must give the learner a sense of security and mastery. Remember, he is in a class with his contemporaries and above all he wishes to cultivate their respect for his ability.

LEARNING
AT ANY
AGE

GO TO IT

Adult education itself might be generally defined as an effort on the part of adults to seek to change their skills, their attitudes, and their appreciation through an organized learning program. You must remember that adults can learn. Scientific studies made indicate that the ability to learn rises through childhood, levels off at about the age of 19 - 21, maintains an almost level course until the age of 45 and then, for most people, starts downward, so that a person of about 55 is able to learn only about as well as when he was 14. This indicates that you have fertile soil to cultivate. The subjects in the curriculum are there because the students themselves have asked for them. Enough interest has been in evidence because enough students to form a class have signed up for the course. Now the rest is up to you after you have carefully considered the following eleven criteria of what constitutes the principles of adult education.

TECHNIQUES AND GUIDES FOR EFFECTIVE TEACHING

PRINCIPLES OF ADULT TEACHING

1. Students should understand the goal.

EXPLAIN
GOALS

It is a good idea to tell the students at the beginning of the first session what the course will be like. Make sure they are in the right place! After you make your explanation of the course content and someone walks out, don't be discouraged because he probably wanted something else anyway. The rest of the group will appreciate your telling them what they are going to do for the next twelve weeks or so. After you have told them, stick to it generally, but maintain enough flexibility for proper control.

2. There should be a good social atmosphere.

BE
FRIENDLY

You must let the class know immediately that you are not the teacher in the traditional sense. You are not going to start talking and not stop until recess time. Instead you should let them know this is a cooperative situation calling for a forum type discussion in which questions will be asked and opinions exchanged. Show your interest in each of them and indicate you are a friendly, warm person, sympathetic to their problems. Use their names as much as possible. That will let them know you regard them as real, live people. Nothing flatters a person so much as the use of his name in this kind of a situation. It will increase your stature as a competent instructor if you remember their names the next week. This can be done by reviewing the cards before the class begins and identifying the names with the people. If you don't remember a name ask the person - repeat it and - remember it next time.

REMEMBER
NAMES

Have the students introduce themselves by mentioning their names, the departments they are in and their objectives in taking the course. This will serve a twofold purpose: 1. You will get to know them, and 2. You will find out what they want.

3. The physical environment should be conducive to learning.

COMFORT
OF
STUDENTS

Due to space limitations, class room locations are not uniform. However, you should be alert to conditions of temperature, ventilation and lighting. Everything possible will be done to make your location comfortable and should physical conditions occur which we can remedy, the Department will be glad to do so. Each instructor should arrive at least ten minutes ahead of the starting hour to see that the physical surroundings are what they should be. Your class room should be neat and orderly. All equipment should be replaced and chairs put back if moved. Boards should be erased and lights extinguished before you leave. The appearance of your room will reflect your personality and efficiency to anyone observing your activity.

PREPARATION

4. The instructor should know his subject matter.

An instructor who is not prepared for his class for any reason might better cancel it for that evening rather than attempt to take up the class's time and his own. You must be able to speak to your class with authority and be able to answer their questions and provide them with the information they desire. If possible, speak from your own practical experience and then supplement it by quoting outside readings. If you don't know an answer, indicate that to the student and tell him you will find out as soon as possible. If the class feels that you know little more than they do, interest is bound to drop off.

INDICATE
PROGRESS

5. The students should be given a feeling of accomplishment.

Tell each individual, when the occasion arises, what you have noticed about his work. Everyone will have gained something from your class and they will want to know that you have noted their progress. If the students get the idea that you regard them as names and not persons who are striving to learn, then your class will lose interest. There are countless classroom opportunities for you to comment upon and make sure that you reach everyone and not just a few outstanding individuals.

VARY
METHODS

6. The path of progress should be kept open for each student.

No two people learn quite in the same way. There is bound to be a range of education, experience, interests, and aptitudes and abilities in most classes. Allow each student to develop according to his own capabilities. Do not set guide posts which say, everyone must be here by the 6th week of the course. It is not that easy. Utilize the method of teaching that applies to the moment. Varying teaching methods tends to stimulate interest, encourages more student participation, improves attention and helps meet individual differences.

PLAN

7. The teacher should have a clear idea of what he is doing.

Planning is essential to good teaching. Very often instructors are unable to estimate the amount of information to include in one lesson. It is difficult to do, because no two classes are the same and what one class eagerly devours and questions you on will be greeted with a cool, detached air with another group. However, you still need a guide or plan to keep the lesson on track towards your objectives for that class. Lesson plans are drawn up for a number of reasons, among which are:

1. To review the subject matter taught until the details are fresh in the instructor's mind.
2. To estimate more closely what can actually be accomplished in the time available.
3. To determine what parts of the subject matter are most in need of emphasis for the given class.

Do not become a slave to planning and detail so that you become so bogged down you can't teach. Make your plan brief, concise and overall in nature, so that it can be adapted for each situation.

BE
PRACTICAL

8. The general points should be illustrated in relation to the background of students. Use the words with which they are familiar. Use actual problems that reflect their thinking in their work, in the factory or office. This will serve to make them more interested because, in that way, you are helping them to solve their problems. You create the very desirable situation of the felt need.

PARTICIPATION

9. The students should be given an opportunity to participate. The adult student does not come as a spectator to be part of an audience. Adults are usually bored by idleness. Taking part in class activity not only increases learning - since we learn by doing - but it also increases the learner's enjoyment of the process. They will feel they are part of a growing group and it is "their" class too. Nourish and develop this feeling. It will help to make your class better.

BE
YOURSELF

10. The students' experience and background should be used to enrich the course. The members of your class are adults who possess a great quantity of rich and varied experiences. In demonstrating a point, case or problem, call upon the group to lend their experience towards solving it. In some cases, you will find certain students who will possess training, skills, abilities and experience comparable with your own. This further encourages student participation and makes possible a better student-teacher feeling.

11. Each person is completely different from another. Teachers are different, too, in everything they do. We want you to be "yourself" when you teach and develop your own personality and methods based, of course, on sound procedures.

It is important that you adapt much of this information because it will guide your instruction and make it meaningful and cogent. At the same time, you will not be copying someone else's style or approach, but using the method of delivery best suited to your own personality.

The art of questioning is sometimes referred to as the art of teaching.

HOW TO
QUESTION

Questions are used for a number of reasons: to discover whether the students have learned, to review material that you have presented, or to test your own teaching. Guard against asking a question and receiving a chorus answer. You never will know who really gave the correct answer and who needs a further review. When asking a question be sure to first phrase it and then call on an individual. In that way everyone will think, rather than the individual called upon if his name is mentioned first. Phrase your questions differently so that they don't fall into the same pattern.

FREQUENCY
OF
QUESTIONING

Don't talk too long without asking a question. In the first place everyone will get tired of hearing you, you will not know whether the students are absorbing what you have said, and the class will lose interest. Break up your lecture with frequent questions. This gives the students the chance to be a part of the act. Beware of the fellow to the right or front of the class who asks a question which you answer, but which proceeds to become a dialogue between the two of you. The group to the rear

can't hear what is going on and they feel left out of things. As a result they talk among themselves until the teacher realizes that his class has become very noisy and he wonders why.

When using the blackboard or a chart, please remember to address your remarks to the class rather than the blackboard. You are sure to get a better response.

HOW
YOU
TEACH

Your students expect that your teaching will be well organized, interesting, systematically presented and have sound content. How you teach is almost as important as what you teach. Make their learning a pleasure and your teaching job will be a happy experience.

Your students will expect that you will set reasonable standards of work, particularly in relation to outside assignments. Remember, these classes are not the primary interest of the student. These classes come at the end of a busy day when possibly the students would rather go home, or out to a movie, play, or dance.

ENTHUSIASM
PLUS
INSPIRATION

But they'll come to your class if you are as inspiring and enthusiastic as you should be. Everything depends upon you. When you give assignments for the next class make sure your instructions are clear, so that no one will misunderstand you. Very few people will stand up in class and announce that they were unable to follow the directions given.

DON'T
RUN
AWAY

Incidentally, it might be a good idea to remain for a few minutes after class to talk with anyone who has a problem that he wishes to discuss personally with you. This will be an excellent opportunity to head off any difficulty before it arises. All of this simply means that you should give a little more of yourself.

POSTURE

It is best to stand while teaching. You get more attention that way and it is usually thought that if you sit down, the class sits with you, mentally. Your posture should be erect and relaxed, free from any annoying mannerisms. Such things as jiggling change, clearing your throat with monotonous regularity or constantly rearranging your clothing causes students to grow old before their time. Your voice should be pleasant and animated. Use a conversational tone and you'll get better results. Remember, no oratorical, profound approach!

LOOK
AT
THEM

Look the class straight in the eye. Don't stare at one person until you drive him out of his seat, but get audience awareness. Be able to take in the whole group with one eye span. Remember, the class is not out the window or on the ceiling!

MOVE
AROUND

Don't be afraid to use gestures when necessary. Save them until you need a dramatic effect. Remember though, they should be as natural as putting up your hand as a signal to stop and waving it to indicate go. To sum it all up, be natural, friendly and enthusiastic and teaching will be a pleasure.

Now for a moment, let's look at the other side of the picture and see what that is like. There are the so-called seven deadly sins of teaching which we should avoid like the plague. Let's discuss them briefly.

FAILURE TO PREPARE

IMAGINATION

Many of us, after we have taught the same material for a while, are tempted to omit all but the most cursory inspection of our notes before meeting our classes. The class suffers more than usual, when this happens. Inadequate preparation means that the teacher will start talking too much about related subjects in order to cover up. The students will soon discover this and interest will vanish like cookies at a Boy Scout picnic. Try to find fresh methods of presentation which come from adequate preparation. No one ever taught a course so well that it can't be improved upon. In fact, never teach the same course twice in exactly the same way.

SARCASM

TEMPTATION

This will set up a mental block, perhaps never to be removed, if used. Stay away from it no matter how strong the temptation to use it against a student who would readily "knock you out of the box," if he could.

DULLNESS

AIM
HIGH

The teacher does not live who scintillates unceasingly in the class room. Deficient preparation is a cause of lackluster teaching as well as a dull personality. There must be a constant inspiration to be better all the time to overcome the erosion of dullness.

GARRULITY

GIVE THEM
A CHANCE

Delight in hearing one's own voice is not the exclusive prerogative of teachers. They just have more of a chance to do it. Try to limit your talking in the classroom by remembering that education is not all absorption; there must be some expression or extraction.

TARDINESS

BE
THERE

There are some accident-prone people and there are those who are allergic to promptness. If the teacher is not on time, the students will begin to arrive a little later each session too. It is quite possible that if it continues, the opening and closing of class will be back to back. Remember, tardiness short changes the student.

DIGRESSION

STAY
ON
TRACK
|
|
|
|
|

People being what they are, digression will take place. The students might flatter you into recounting your personal exploits or the philosophy by which you live. If you don't see through the students' duplicity and you believe you are getting this attention because of your superior intelligence or eloquence, then the digression will last until the period ends.

BELLIGERENCE

TAKE IT
IN STRIDE

This may be due to the teacher's pride in not admitting it is within the realm of possibility he may be wrong. If the teacher is insecure, he is likely to feel that every question is asked to find out exactly what he does know. Take the attitude that all questions are sincere until proven otherwise. Like your fellow man, and you will be able to change the immediate world in which you teach.

AUDIO VISUAL AIDS

WHAT IS
MEANT

By audio-visual aids is meant movies, film strips, photographs, charts, recording machines and various types of projection equipment.

The Department of Education has this material available to aid you in making your instruction better.

PURPOSE

Visual aids as such were never intended to supplant the teacher in a kind of push button teaching, just as the airplane, tank or atomic bomb will not replace the foot soldier in warfare. What it will do, if properly used, is make your presentation clearer and more meaningful when words alone cannot do the job.

PLAN

Think ahead to your class activities and plan the use of visual aids and see whether, by their use, your students will benefit.

REQUESTS

Naturally, the supply of films, machines and pictures is not inexhaustible. Requests for their use should be made far enough in advance (3 weeks) to insure their delivery at class time. You should preview each film to be used to determine whether it will help you better your teaching. In that way you will be able to highlight the movie to your students and guide their thinking on what to look for and observe. After the film has been presented, discuss it with the students taking your briefing into consideration.

OPERATION

Be sure you understand how to operate the audio visual equipment that you are going to use. Ask a member of the Department to explain and demonstrate its use before attempting to use it in class. Come to class a little earlier that evening to make sure the equipment is properly set up. Have a trial run so that you remember how it operates. If you need some help, plan for it by asking a Department member to be available that evening.

Make sure when you leave the equipment it is turned off or replaced and ready for the next instructor to use.

Answer these questions before using any audio visual aids:

ANSWER
THIS

What do I hope to accomplish with them?

Will the student benefit from it?

How can I integrate it with my overall plan?

A complete list of all the audio visual aids in the Department is given below with a review of the content of films and a description of the equipment. Read this section carefully to learn whether you can apply this to your teaching. If you need something that isn't listed ask for it. If you are not sure about the operation of a piece of equipment or are

doubtful about its application, ask us for assistance. We have on file film catalogs which list many films for all subjects. Please refer to it for further help and information.

Let our purpose always be to discover and to use methods of instruction by which teachers teach less and learners learn more

PROJECTION EQUIPMENT

Motion picture projector - Bell and Howell, 16 mm, sound or silent
Natco, 16mm, sound or silent
Film strip projector - for vertical or horizontal frames
Illustrovox - Film strip projector plus sound on records
Slide projector - for 2 x 2 glass slides
Beloptican - opaque projector, projects from printed page
Vu-Graph - 7 x 7 and 10 x 10, for transparencies of 7 x 7 or
8 x 10 size. Transparencies can be prepared from
charts, illustrations or text material for projection.
Keystone - Overhead projector for 3 1/4 x 4 slides with tachistoscope
attachments.

MOTION PICTURE FILMS

IBM Products	Manufacture of IBM Card From 9 to 5 Without Fatigue (ET) Electric Typing Time
Reading Comprehension	Harvard Reading Films
Secretarial	Take a Letter Please Machine Transcription Techniques Basic Typing Methods Advanced Typing - Short Cuts Advance Typing - Duplicating Manuscripts
Electronics	Electron Theory - The Diode Reel 1A, B&W, sound, running time 42 mins. Structure of matter, con- duction through solids, electron emission, appli- cation of diode as rectifier. The Triode - Reel 1B, B&W, sound, running time 29 mins. Function of control grid, space charge, application as amplifier. Ionization and control grid in Thyrat- rons. Capacitance Reel 2A, B&W, sound, running time 31 mins. Charge and discharge, RC time constant

X-Ray & Cathode Ray Tubes - Reel 2B,
B & W, sound, 40 mins.
Principles of X-ray tubes,
construction of Cathode
Ray tube, electrostatic
and electromagnetic de-
flection. Oscilloscope,
iconoscope, TV trans-
mission.

NOTE: The above 4 reels are stocked in
Endicott. Sufficient time must be allowed
for ordering and shipment.

FILM STRIPS

IBM Products
&
Applications

FS-100 Principles of IBM Accounting
FS-101 Punching
FS-102 Sorting
FS-103 Preparation of Report
FS-104 Proof Machine
FS-105 Time Control
FS-106 Electric Typewriter
FS-107 Electronic Statistical Machine
FS-110 Accounting Machine Functions
407 Wheel Printing Mechanism
FS-201 Accounts Payable
FS-202 Sales Accounting
FS-204 Personnel Records
FS-205 Payroll & Labor Distribution
FS-206 Tax Acctg for Local Govt.
FS-207 Accounts Payable
FS-209 Plant & Equipment
FS-210 Salary & Payroll
FS-211 Billing
FS-212 Financial Control & Statements
FS-214 Manufacturing Control
FS-215 Hourly Payroll
Accounts Receivable
Inventory & Material Accounting
Revenue Accounting

Accounting

Books of Original Entry
Columnar Journals
The Work Sheet
General & Subsidiary Ledger
Adjusting the Books (Part I-II)
Closing the Books

Business Etiquette Series	#1 Why Etiquette in Business 4 Your New Job 5 New Employee & Fellow Workers 6 You Want to Look Right 7 Business Facilities 8 Introductions in Business 9 Receiving Customers & Callers 11 The Ideal Secretary
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United Nations	UN Permanent Headquarters The Growing World Community United Nations Around The World
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Electronics	Radio Frequency Amplification Vacuum Tubes Capacitive Reactance Inductive Reactance Reproducers Tuning Regeneration Instrumentation (Westinghouse)
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Gen'l Elec. Film strips & Records	Harnessing the Electron Electron Tubes as Rectifiers Grid Control of Electron Tubes Fundamentals of Electricity Part 1 Fundamentals of Electricity Part 2 Electronic Relay Systems Electronic Rectifier Equipment Thyratron Motor Control Electronic Control of AC Power Electronic Frequency Changing Photoelectric Relay Systems Electronics Today & Tomorrow
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FILM SLIDES

Film slides, 2 x 2, mounted in glass, are available, showing all IBM products as well as history and organization of IBM.

Tachistoscope slides, 3 1/4 x 4, mounted in glass, with words, phrases, numerical groups for exercises in reading improvement.

VU-GRAPH TRANSPARENCIES

Sets of transparencies are now available in the following subjects. New material can be prepared as required.

Indoctrination
 IBM Products
 Sample Card Forms
 EAM Machine Functions
 Control Panel Wiring, (407)
 IBM Electrical Circuits (402, 407)
 Cust. Engr. Drawings (080, 024, 026, 101, 407)
 Oscilloscope
 Secretarial Training - Sample Letters & Forms

CHARTS

Charts will be prepared when required. Subject material can be photostated, enlarged and mounted.

RECORDING EQUIPMENT

Wire and tape recorders are available for use in Speech, Shorthand and other classes.

BLACKBOARDS

<u>Control Panel</u>		<u>Planning Chart</u>
077	402-3	101
513	407	602A
519	602A	604
552	604	Cardatype
405	101	
Cardatype		

ELECTRONIC LABORATORY EQUIPMENT

Test
Instruments

Heath Vacuum Tube Voltmeter
 Eico Volt-Ohmmeter
 Simpson Volt-Ohm-Milliameter
 IBM Tube Tester (2)
 Heath 5" Oscilloscope (2)
 Waterman Pocketscope
 Heath AF Oscillator
 Heath RF Signal Generator
 McMurdo-Silver Sweep Generator

Demonstration
Panels

RCA Dynamic Demonstrator (Superhet. recvr.)
 Meter panel, for use with other equipment
 Rectifier panel, with pluggable filter and
 load components.
 Dry-disc bridge rectifier panel
 Photocell demonstration panel
 Stroboscope kit
 Kepco Panels (2), pluggable boards for setting
 up various circuits and experiments
 082 Tube chassis and associated equipment for
 simulating sorter action.

Miscellaneous

TV chassis, with 10" picture tube.
Variable voltage power supply.
Fixed voltage power supplies.
Sample Thyratons and ignitrons.

RECORDS AND REPORTS

YOU HAVE TO HAVE 'EM Records are a part of everyday living. When you go to the super-market, your purchases are recorded on tape; when you pay bills by check you have a permanent record or else you get a receipt; and take one look at your driver's license -- that's a record too.

YOU NEED THESE We need accurate records to judge our progress in these courses. We would like to know who was there. That's attendance. We would like to know if they received any books. That's material. We would like to know what they must do next time. That's on the assignment card. Do you want to get paid? Then you must submit a payroll card. Students want to get credit for taking your course. You should submit marks promptly. All of this simply means: for your benefit, the students' and the company's, keep your records accurate, up to date and accessible.

Illustrated below are samples of cards, forms and reports that each instructor will use, or with which he should be familiar, along with other necessary information.

LAST INITIAL THE INITIAL	NAME	DEPT. NO.	MAN NO.	SEX-VETERAN	YEAR EMPL.	SUBJECT NUMBER	SUBJECT NAME	SCHOOL YEAR	IBM SCHOOL ENROLLMENT CARD (ONE FOR EACH SUBJECT)	
	(ABOVE SPACES TO BE LEFT BLANK)									
READ OTHER SIDE CAREFULLY BEFORE FILLING IN CARD										
PLEASE ENROLL ME IN THE FOLLOWING SUBJECT							NAME PRINT	SCHOOL YEAR	IBM 7618787	
SUBJECT NO.	SUBJECT NAME					NAME (FIRST)	(INITIAL)	(LAST)		
3001.	IBM Products					632 <small>(OFFICE OR DEPT. NO.)</small>	R.	52149 <small>MAN NO.</small>		
IT IS IMPOSSIBLE FOR ME TO ATTEND ON THE DAYS CROSSED OUT							TEL. EXT.	<input checked="" type="checkbox"/> MALE <input type="checkbox"/> FEMALE		
MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY							YEAR EMPLOYED	OCCUPATION		
							1950	CLERK		
HAVE YOU TAKEN IBM SCHOOL SUBJECTS BEFORE? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO							HOME ADDRESS			
							12 BELMONT ST., BKLYN. 2, N.Y. <small>STREET CITY</small>			
I UNDERSTAND FULLY THE IMPORTANCE OF MAINTAINING A GOOD ATTENDANCE RECORD SO THAT THE GREATEST VALUE MAY BE DERIVED FROM THE CLASSES. I FEEL THAT I POSSESS THE NECESSARY EDUCATIONAL BACKGROUND (SEE BACK OF CARD) REQUIRED FOR THIS SUBJECT.										
							John R. Smith <small>SIGNATURE</small>			

ENROLLMENT CARD

Make sure all students who have not enrolled do so.

DEPT. NAME MATERIAL DATE QUANTITY REC'D BY SOURCE FORM NO. SERIAL NO.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80

IBM SCHOOL MATERIAL RECORD CARD

TITLE IBM Products Manual

SHOULD I FAIL TO COMPLETE THE PRESCRIBED SUBJECT, I AGREE TO RETURN THIS LESSON MATERIAL IN GOOD CONDITION OR REIMBURSE THE INTERNATIONAL BUSINESS MACHINES CORPORATION FOR THE NET COST.

QUANTITY 1 COURSE NO. 3001

SPACES BELOW TO BE FILLED IN BY OFFICE

RECEIVED BY 1 STUDENT <input type="checkbox"/> 2 SCHOOL <input type="checkbox"/> 3 GOVERNMENT <input type="checkbox"/> 4 COMMERCIAL <input type="checkbox"/> 5 PRIVATE <input type="checkbox"/> 6 IBM OFFICE <input type="checkbox"/>	SOURCE OF MATERIAL IBM <input type="checkbox"/> OTHERS <input type="checkbox"/> FORM NO. _____
---	---

NAME John R. Smith

DEPT NO. 635 SERIAL NO. 52149 DATE 1-23-51

MO. DAY YEAR

INVENTORY AND MATERIAL RECORD CARD

This is a receipt. Get one from each student for each piece of material. Be sure that you know:

NAME OF BOOK STUDENT'S NAME
 DEPT. OR OFFICE NO. MAN NO. DATE

Do you have a COURSE DETAIL CARD for each student?

JRSMITH 635521497 3001 IBM PRODUCTS 1 50512

NAME	DEPT	MAN NO	COURSE	SUBJECT NO	SEC	YEAR	GROUP	TERM
John								

IBM SCHOOL COURSE DETAIL CARD

DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
DATE	2/23		3/6		3/13		3/20		3/27		4/3		4/10																			
ATTENDANCE	t		M		a																											
CLASS MARKS																																
TEST MARKS																																

MEETINGS HELD _____ GRADE CC IE _____ ATTENDANCE _____ DISCONTINUE DATE _____

MEETINGS ATTEM ED _____ RANK _____ CLASS _____ DISCONTINUE CODE _____

NO. C ADVA ED _____ FINAL AVERAGE _____ % FIN. TEST _____ INSTRUCTOR'S SIGNATURE M. Brown

IBM 761371 PRINTED IN U.S.A.

Tardy Absent Make-up Mark your cards after each class.

ATTENDANCE

Two-thirds attendance required for credit. A student must be present at eight sessions in a twelve week class.

MAKE-UPS

One is allowed to meet minimum attendance requirements; however, in some cases another class may be scheduled.

Other students are invited for review if they want to attend.

JRSMITH										635521497										3001 IBM PRODUCTS I										50512										
NAME										DEPT.										MAN NO.										YEAR										
NAME										DEPT.										MAN NO.										YEAR										
John																				IBM SCHOOL										COURSE DETAIL CARD										
DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32								
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ATTENDANCE	t					M	Q																																	
CLASS MARKS																																								
TEST MARKS																																								
MEETINGS HELD	12										GRADE CC 4										ATTENDANCE %										DISCONTINUE DATE									
MEETINGS ATTENDED	12										RANK 4										CLASS A %										DISCONTINUE CODE									
NO. GRADUATED											FINAL AVERAGE B %										FIN. TEST C %										INSTRUCTOR'S SIGNATURE M. Brown									
IBM 761371										PRINTED IN U.S.A.																														

FINAL AVERAGE ON COURSE DETAIL CARD

At the end of the semester insert the following:

- Meetings Held
- Meetings Attended
- Rank
- Final Grade
- Class Grade
- Final Test Grade

GRADING

- "A" Honor (highest 10%)
- "B" Good
- "C" Passing
- "S" Satisfactory
- "I" Incomplete

If it is necessary to grade a course on attendance only, use "S".

IBM
DEPARTMENT OF EDUCATION

CLASS RECORD

Course No. 3001 Course Name IBM PRODUCTS 1 Branch Office _____ No. _____
or Department _____
Start Date 1-23-51 Instructor M. Brown

Empl. Ser. No.	Names of Students	Sex	Attendance Record							Mtgs. Attd.	Grades		Final Grade	
			1/23	30	2/6	13	20	27						
52149	Smith J. R.	M		t			a							

Meetings held _____ Number Enrollments _____ Text _____
Completion Date _____ Number Completions _____ Author _____
Class Hours _____ Student-class hours _____ Publisher _____
Price _____

CLASS RECORD FORM

Keep this for your record.
Mark carefully, based on ---

1. Class work
2. Tests
3. Homework assignments or special projects.

IBM SCHOOL INSTRUCTOR'S REPORT

NAME OF CLASS IBM PRODUCTS 1 TODAY'S DATE 2-6-51 HOUR 8 PM

ASSIGNMENT: Pages 1-12 in "Machine Functions" booklet.

MATERIAL DISTRIBUTED: NONE

MATERIAL FOR NEXT CLASS: FILM "IBM CARD", SOUND PROJECTOR, SCREEN.

To be shown at 7 PM
(USE BACK OF CARD IF NECESSARY)
PRINTED IN U. S. A.

INSTRUCTOR M. Brown

FORM 4-65 IBM 738349

IBM SCHOOL INSTRUCTOR'S REPORT

Return this to school office after each session.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80																				
1st INITIAL	2nd INITIAL	NAME		DEPT.	MAN NO.	MEETINGS TAUGHT		SUBJECT NUMBER	SUBJECT NAME		SCHOOL YEAR	TERM GRADE		RATE OR AMOUNT																																																																																					
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CLASS.																																								SUBJECT NAME <u>IBM PRODUCTS I</u>																																																											
PAID FROM																																								DATE <u>1-23-51</u>																																																											
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IBM 763124																																																																																																			

INSTRUCTOR'S PAYROLL CARD

To the school office after each session.

BACK OF PAYROLL CARD

JAN 23 PM 6:00
 JAN 23 PM 8:00

time spent grading
 papers. $\frac{1}{25}$ $\frac{1}{2}$ hrs.

All instructors record arrival and departure time at class location.

Only NON-EXEMPT IBM employee instructors record time spent grading papers as shown. Indicate total time and date.

WORLD HEADQUARTERS GENERAL EDUCATION PROGRAM

