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EXTENSION
SERVICE
STYLE BOOK



A GUIDE
TO THE
RECOGNIZED
STYLE
OF WRITING

JUL 20 1945

EXTENSION SERVICE STYLE BOOK

4) Revised, 1939 #





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FOREWORD

Written words may be the instruction of a good teacher, the wisdom of authority, or the preserved counsel of a best friend. They are the most interesting of all human artifacts and tell their story of men and history better than any other yet known source. Words, sentences, paragraphs, themes, are the brushes with which the picture of human civilization has been painted.

All men are influenced by written language. The most reliable ideas are transmitted in that way. It is quite necessary, therefore, that the person who makes use of letters, news articles, circulars, bulletins, and other written forms should have a good knowledge of the mechanics of writing; otherwise, the idea that was to have been conveyed goes in the wrong direction or is overlooked entirely. The position in which words are placed may elevate a thought; the proper skill in paragraphing may place an idea in such form as to be irresistible; neatness and beauty of style please everyone; clarity of expression belongs to the arts. Masterpieces live! Cheap and inaccurate efforts fail! Success is the result of doing the lesser tasks in a great way.

In the desire to be of assistance to the many Extension workers, this Style Book has been prepared. Its contents are dedicated to better service for the people of our state.

--Geo. Gemmell
Kansas Extension Service

EXTENSION SERVICE STYLE BOOK

* * * *

A Guide to the Recognized Style of Writing

C A P I T A L I Z A T I O N

1. Capitalize all titles except "ex-", "past", "former", and "-elect":

Dean H. Umberger; H. Umberger, Director of Extension; former President Jardine; ex-President Hoover; Governor-elect.

2. Capitalize in a distinguishing name or title the first and all following words except articles and prepositions:

State of Kansas, Riley County, Kansas State College, the College, Kansas River, Extension Service, 4-H Club, Rural Engineering Project, Dairy Herd Improvement Association, Department of Home Economics in Extension, Anderson Hall, A Survey of the Results with Radio, Report of the Annual Kaw Valley Potato Show, The Office Supply Company, The Kansas Industrialist (capitalize the in names of publications only when a part of the name).

3. Capitalize in the names of livestock breeds, crops, poultry, plants, and scientific terms, only the part derived from proper nouns:

Hereford cattle, single comb Rhode Island red hens, white Leghorns, Kanota oats, Ben Davis apples, Paris green, Bordeaux mixture, India ink, Epsom salts, Brussels carpet, Mammalia, Apis mellifera.

4. Capitalize "street" and "avenue" only when used with the distinguishing name:

The establishment has moved from 325 Jackson Street to 719 First Avenue.

5. Capitalize divisions of the country, except when used as modifiers:

The people of the East are a very interesting class.
Tours are being conducted through the Great Plains and the Corn Belt to study the conditions in these sections.
Considerable effort has been exerted to control wind erosion in western Kansas.
The West Coast attracts many vacationers.
The people of the eastern states are fascinated with those of the Midwest.

6. Capitalize federal, state, and other governmental departments or bureaus only when the complete name is written:

Plans of work are submitted to the Office of Extension Work for approval. The Kansas Historical Society and the State Board of Agriculture are located at Topeka.
Certain federal funds are offset by state appropriations.

CHICAGO, ILLINOIS

DECEMBER 15, 1954

Dear Mr. [Name]:

I have received your letter of the 10th and am glad to hear from you.

The information you have provided is being reviewed.

I will get back to you as soon as possible. In the meantime, please let me know if you have any further questions or information.

Very truly yours,

[Signature]

[Title]

[Address]

[Phone Number]

[Additional Information]

[Closing Remarks]

[Final Note]

[Signature]

[Title]

[Address]

A report of the Program Planning Project will be submitted to the Bureau of Agricultural Economics, after which the bureau will be in position to advise concerning possible changes in the program.

7. Capitalize proper names or words used as the equivalent of proper names:

Irvin S. Cobb is a well-known humorist.
In Riley County the dairymen have profited by frequent consultation with the County Agent and the Extension Dairyman.

8. Capitalize nouns and pronouns relating to the deity and church denominations when used as nouns, but do not capitalize church denominations when used as adjectives:

God, Him.
The Protestant and the Catholic serve a community in like manner.
The Bible is the most widely circulated book.
Many biblical references were cited in the sermon.
There are both protestant and catholic churches in practically every community.

9. Capitalize, also, the word "church" when denominated:

The Presbyterian Church has purchased a new building site.

10. Capitalize the first word after a colon:

Vegetables that were planted in the community garden included these:
Peas, beans, spinach, tomatoes, radishes, and asparagus.
The saddest are these: "It might have been."

11. Capitalize the first word of a complete quotation:

The specialist said, "This method is most effective."

12. Capitalize degrees only when abbreviated:

The abbreviation for "master of science" is "M. S."

13. Capitalize in resolutions the first word following "Whereas" and/or "Resolved":

Whereas, We have found....., therefore, be it Resolved, That.....

14. With the exception of articles and prepositions, capitalize the first and all following words of a subhead or subproject title when written in the body of a plan of work, annual report, manuscript, or letter, but capitalize only the first word when listed in the outline:

The County Agent Project was one of the first established in Extension work.

Project 7 - Crops and Soils

Subproject 1 - Adapted varieties
Subproject 2 - Erosion control

The Adapted Varieties and Erosion Control Subprojects are carried in a large percentage of the counties of Kansas.

(To the Director of Extension, "program" embraces the projects of the Extension specialists, which "projects" are composed of "subprojects." To the Extension specialist, "program" denotes his "project," which is composed of "subprojects".)

15. Capitalize names of particular groups or organizations:

The Riley County Farm Bureau, the Congress, the Senate, the House of Representatives, the Republican or the Democratic Party.

16. Capitalize courses of study:

The Home Study Service of Kansas State College offers a course in Elements of Psychology.

17. Capitalize "Extension" when used in connection with the Extension Service or members of its staff:

An extensive Extension program is conducted through the Extension Service by Extension specialists.

Do Not Capitalize:

A. The points of the compass, except when referring to a particular section of the country:

The farm is two miles north and five miles east.
The Midwest is a great wheat section, of which central Kansas is the heart.

B. The names of studies, except those of particular courses and of languages:

English, Economics I, geology, and modern languages are among the courses offered at Kansas State College.

C. The first word of an incompletely quoted sentence, or of an indirect quotation:

Speaking of this method, the specialist "assured success."
The specialist said that this method assured success.

D. Terms applying to general groups and common names:

The farm bureau is a valuable asset to a county.
County commissioners meet on the first Monday of August to consider county budgets.
Cooperation of a district agent, county agent, specialist, and local leaders will result in effective extension programs.

E. The abbreviations for the time of day:

In calculating fractions of days when preparing travel vouchers, 12:00 m. (midnight) is considered the beginning of the day, and the quarter days are designated at 6:00 a.m., 12:00 n. (noon), and 6:00 p.m.

F. Units of measurement:

One pint of milk a day is desirable in the diet.
The height of the wall is 32 feet.

G. General terms, even though accompanied by proper adjectives:

English history is conducted by correspondence.
The Extension specialist is an important member of the Extension staff.

P U N C T U A T I O N

P e r i o d

1. Place a period after a declarative or imperative sentence:

We went for a walk.
Go for a walk.

2. Place a period after abbreviations or initials:

Dr. George Gemmell is head of the Department of Home Study Service.
B. H. Fleenor, Ph. D., is a member of the staff of the Department of Home Study Service.

3. Use periods as leaders (.....) in tabulated matter:

Number of Meetings	546
Attendance	7,842

4. Use periods to indicate omission in quoted matter:

The Smith-Lever Act provides: "That cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges.....; and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges receiving the benefits of this act."

5. Place the period inside quotation marks:

He heard "Madame Butterfly."

6. Use only one period at the close of a sentence, though it may serve a double function:

The speaker was E. Morse Claypool, Ph. D.

Do Not Use The Period:

A. After nicknames:

Ed left the meeting early.

B. After chemical symbols:

NaCl is the formula for common salt.

C o m m a

1. Use the comma in a compound sentence if the subjects of the co-ordinate clauses are different:

The temperature went down, and the cake fell.

2. Use the comma when a participial phrase or a dependent clause precedes the main clause of a sentence:

Hearing a step, I turned.

When the President speaks, we all listen.

3. Use the comma before the conjunctions "and", "or", and "nor" connecting the last two members of a series:

The blind make brooms and chairs, weave, and tune pianos.

4. Use the comma when the conjunction is omitted between words, phrases, or clauses:

The article was hastily, carelessly, and inadequately written.

Where to go, when to start, and what to take, came into his mind.

When he had seen her, what she was doing, and who was with her at the time; these were questions which he was trying to answer for himself.

5. Use the comma after introductory words, phrases, and clauses:

Finally, the interior of the room received attention.

Furthermore, it is our privilege.

Nevertheless, it appeals to me.

However, it is our responsibility.

After the storm, the sun came out.

After the storm was over, the sun came out.

6. Use the comma to set off non-restrictive explanatory phrases and clauses:

The badger, rare in this part of the country, has its natural habitat in the northern states.

The shy, soft-spoken guard, who won military honors while in action, was today named captain of his regiment.

7. Use the comma after "said", "remarked", "replied", and similar words preceding a quotation, or preceding these words following a quotation:

The man replied, "I do not know."
"I do not know," replied the man.

8. Use the comma to set off mild interjections and parenthetical expressions:

We will continue the work, though, for another year.
Our tariff, therefore, is an important factor.
He cannot act, however, until he is given authority.
This project, for example, has been very helpful.

9. Use the comma to set off a substantive in direct address:

I tell you, John, it is a bad investment.

10. Use the comma to separate two or more co-ordinate adjectives if each modifies the noun:

He was a faithful, friendly dog.

11. Use the comma to point off numerals of more than three digits, except in street numbers, serials, and dates:

1,276; 10,763; 1717 Poyntz; Policy Number 2470134; the year 1939.

12. Use the comma to set off appositives:

George Washington, the first President of the United States, is known as the Father of His Country.

13. Use the comma to set off elements which might otherwise be confused:

He stepped up, shaking his fist under his opponent's nose.

14. Use the comma in an address to separate the name of an individual from the title:

John D. Lutes, Superintendent.

15. Use the comma for the nominative absolute (expressions related only in thought to the sentence as a whole):

The rain being over, we started.

16. Use the comma to set off elements that are purely additive:

The day, and a sad day it was, dawned slowly.
He could barely add, and could not subtract, the simplest sums.

17. Use the comma to separate the date from the year:

The organization meeting was held on July 25, 1939; the first board meeting will be held in September, 1939.

Do Not Use The Comma:

- A. To separate the clauses of a complex sentence when the main clause precedes:

This problem is solved if you arrange your house in this manner.

- B. Before or after quoted matter except when the quoted matter is explanatory or when it follows or is followed by "said", "declared", and verbs of similar use:

It was labeled "Handle with care."
The man replied, "I do not know."
"To go or not to go" is the question none of us can settle.

- C. To introduce indirect discourse:

The man replied that the criminal must be found.

- D. To introduce italicized expressions:

He went abroad on the *Leviathan*.

- E. To accompany other marks of punctuation:

"Where is my book?" he shouted.

- F. To separate two or more inco-ordinate adjectives:

It was an important economic conference.

S e m i c o l o n

1. Use the semicolon between co-ordinate clauses that are not joined by a co-ordinating conjunction and to separate contrasting clauses:

The story of Extension Service work is a fascinating one; it lists the benefits to rural people.
He went to the ball game; I stayed here to work.

2. Use the semicolon between the members of a compound sentence when either contains elements separated by commas:

Rations contain ground, chopped, and whole grains; but the chopped feed is preferable.

3. Use the semicolon to separate successive main divisions of an enumeration if the main divisions contain commas:

The judges are John Jones, Riley; Frank Brown, Zeandale; and James Blaine, Ogden.

4. Use the semicolon between clauses joined by conjunctive adverbs, such as "therefore", "hence", "however", "moreover", "accordingly":

The funds were exhausted; therefore, the job was delayed.

5. Frequently force is gained by stating several independent clauses in one sentence rather than to state them in separate sentences. When such clauses are stated in one sentence, separate them with semicolons:

This fact is true of the small farmer; it is true of the rancher; it is true of the tenant.

C o l o n

1. Use the colon before a quotation of more than one sentence and before a quotation that begins a new paragraph:

In his book, Photography For Fun, William M. Strong writes:

"Nothing is more familiar to camera addicts than the speed with which hours slide by when they are busy on any of the steps in the production of a picture. Once your bloodstream is inhabited by the photographic germ, you will find yourself in the grip of a remorseless but delightful pre-occupation."

2. Use the colon before a quotation of only one sentence when formality is sought:

The senior Senator from Kansas then arose, and spoke as follows:
"Ladies and gentlemen....."

3. Use the colon before an enumeration of a series of items:

Try this menu: Rice, milk, and fruit.

4. Use the colon, in general, to introduce matter with "the following", "as follows", and other similar expressions:

The discussion included the following: Agriculture, economics.....

5. Use the colon to separate a grammatically complete clause from a following clause that illustrates the meaning of the first clause:

Agriculture has its two chief problems: First, there is the problem of production; second, there is the problem of marketing.

6. Use the colon after the salutation in a formal or semi-formal letter:

Dear Mr. Jones:

D a s h

1. Do not use the dash without good reason. To do so indicates a definite weakness in the knowledge of punctuation rules. The dash consists of two hyphens and should be written with no space before or after it.
2. Use the dash instead of parentheses to set off parenthetical matter within the sentence:

The man fell asleep--would you believe it--in the middle of the lecture.

3. Use the dash instead of commas when emphasis is desired and when commas are contained within the expression:

When two people are riding in an automobile, unless they do what two persons have never done--think alike in a crisis--the man at the wheel must do the thinking.

4. Use the dash to break a sentence or change its course:

Oh, if that is what you mean--I heartily agree with you.

A p o s t r o p h e

1. Use the apostrophe to form the possessive. (Use the apostrophe before the "s" to form the singular possessive, but after the "s" to form the plural possessive):

Smith's, Jones's (singular); Smiths', Joneses' (plural).

2. Use the apostrophe in abbreviations of college classes or years to indicate the omissions:

The class of '25. In the '80's.

3. Use the apostrophe with an "s" in forming the plural of letters, figures, and symbols:

The words "Extension Service" contain no "a's."
Arrange the currency in packs of 1's, 5's, and 10's.
Too many "-s" at the ends of lines detract from the appearance of a page of copy.

4. Use the apostrophe to form the possessive of words expressing time:

Three years' records were necessary to determine the advantages or disadvantages of the program.

5. Use the apostrophe with each name of a series where separate possession is indicated:

We read Tennyson's, Wordsworth's, and Browning's poems.

6. Use the apostrophe with only the last term of a series where joint possession is shown:

Smith and Brown's store was robbed.

Do Not Use The Apostrophe:

- A. When the spelling of a name without the apostrophe has been officially adopted:

The Kansas State Teachers College is located at Hays, Kansas.
The Farmers State Bank has a large capital.

- B. In the spelling of plant names:

Babysbreath is used to a great extent in arranging cut flowers.
Josephs-coat is a very colorful plant.

- C. In the possessive form of pronouns:

His theme is not so animated as yours.

H y p h e n

1. Use the hyphen to indicate the joining of words to express one idea:

So-called hackneyed expressions are not considered good usage.

2. Use the hyphen in compound numbers and in fractions only when written in words:

Ninety-five per cent of the members were in attendance.

3. Use the hyphen when a figure and a word or a written number and a word are joined to make an adjective:

The five-year summary of accounts indicates that during three of the five years, 20 acres of the 160-acre farm did not yield satisfactory crops.

4. Use the hyphen when two or more words are joined in a title:

An aide-de-camp assists the general in transmitting orders and collecting general information.

5. Use the hyphen generally in compound adjectives if the series is attributive:

A well-known man, the warm-hearted patriot, a sage-green rug.

6. Use the hyphen to differentiate between words of similar spelling but of different pronunciation and meaning:

The co-respondent was a very interesting correspondent.

7. Use the hyphen between a prefix and a proper noun:

Post-Darwinian.

8. Use the hyphen in lengthy compound attributes:

That is an always-to-be-remembered aim.

9. Use the hyphen to divide a word at the end of a line, being careful not to split a syllable:

The dictionary is the true guide for this principle of syllabication.

10. Divide a hyphenated compound word at the hyphen:

Annual Extension Conference committees are divided into subcommittees.

11. Use the hyphen following all except the last adjective when compound adjectives having a common second term are used in a series, and connect the last adjective and the common second term with the hyphen.

He wished to rent a two-, three-, or four-room house for the summer.

Do Not Use the Hyphen:

- A. In writing a combination of whole numbers or of fractions as numerals:

Write 2 to 3, not 2-3 (which might be mistaken for a fraction).
Write $1/4$ to $1/2$, not $1/4-1/2$.

- B. In writing a whole number-fraction combination as numerals:

Write 1 to $1\ 1/2$, not 1-1 $1/2$ or 1-1- $1/2$.

P a r e n t h e s e s

1. Use parentheses to enclose reference material:

This topic (see Chapter X) is treated in full.

2. If any punctuation is required after the portion of a sentence preceding a reference in parentheses, place the punctuation after the second parenthesis:

I may never read this topic (see Chapter X), but I hope to do so.

3. If an entire sentence is enclosed in parentheses, place the punctuation mark before the last parenthesis:

(See Rule 14, Page 2, for illustration.)

4. If only the last words of a sentence are enclosed in parentheses, place the period after the second parenthesis:

He uses many words incorrectly (for example, "practical" and "practicable").

Q u o t a t i o n M a r k s

1. Use quotation marks with titles of poems, plays, songs, lectures, articles, filmstrips, and slide sets:

"Crossing the Bar"; "Volpone, or, the Fox"; "Auld Lang Syne"; "Right Use of Leisure"; "Farming and You"; "How to Tell a Story with Pictures"; and "Clothing the Family."

2. Use quotation marks at the beginning of each paragraph of a quotation consisting of several paragraphs and at the end of the last paragraph of the series:

"A high pressure area floating into Kansas from the Northwest caused the heavens to weep, but there is only joy in the hearts of the farmers.

"The moisture revives the feed crops, greens up the pastures, and gives fall plowing the impetus it needed. The resultant cool spell enables all of us to catch up on our sleep under blankets. Coming at the right time to soften the soil, this latest downpour practically 'saves the 1940 wheat crop.'"

3. Use single quotation marks for quoted matter within a quotation:

The speaker said, "Slogans such as 'safety first' are most effective."

4. Place commas and periods inside quotation marks; place semicolons, colons, question marks, and exclamation points outside unless they are a part of the quoted material:

"Dorothy," he pleaded, "help me finish this job."

Is he not the author of the following articles: "Ensilage for Dairy Cattle"; "Dairying, Diversification, and Profit"; and "Fall Seeding of Alfalfa"?

Was it not he who exclaimed, "Is that not a good pen!"?

Do not present "Green Pastures"!

5. Indicate titles of books, bulletins, newspapers, and magazines with the underscore rather than with quotation marks:

The Rise of Silas Lapham, Sorghum for Silage, New York Times, Liberty.

6. In typewritten material use quotation marks as the equivalent of italics to show emphasis on a particular term:

Capitalize all titles except "ex-", "past", "former", and "-elect".

A B B R E V I A T I O N S

1. Abbreviate the words "United States", "United States Department of Agriculture", the names of states, and the names of months only when used in footnotes and bibliographies.
2. Abbreviate "per cent", "foot", "ounce", "package", "number", "pound", and "degree" only when used in indexes, lists, statistical tables, recipes, and specifications.
3. Abbreviate only "Mr.", "Mrs.", and "Dr." when they are used in a salutation or before the given name or initials. Write other titles in full:

Dear Dr. Kelly:

I am informed by Dr. R. C. Smith that a grasshopper conference will be held at Lincoln, Nebraska, on March 25, 1940. I think it desirable that both you and Doctor Smith attend the conference.

Very truly yours,

4. Abbreviate in writing the names of firms and institutions only if they have adopted that style in their names:

The G. & R. Mfg. Co. is a large concern.

N U M E R A L S

1. In general, use figures for numbers of 10 or above in reports and informal papers; spell all numbers below 10:

Mr. Jones sold 15 head of hogs.

Mr. Lake bought eight sheep in St. Joseph yesterday.

2. Use figures to express the time of day, percentages, degrees of temperature, dates, room numbers, and page and chapter numbers of books:

The club met at 6:45 p.m. on June 6, 1939, and about 75 per cent of the members were present.
The office of the Department of Home Study Service is in Room 5, Anderson Hall.
The statement that 93 degrees Fahrenheit is the correct temperature appears on page 6, chapter 3, of the text.

3. Use figures in all forms of writing to express numbers which cannot be expressed in, at most, three words:

The farm comprised 1,474 acres.
The population of the county seat is 5,298.

4. Use figures accompanied by the dollar sign for sums of money:

The collection amounted to \$385.48.

5. Eliminate the decimal point and zeros from round amounts of money; except in tabular copy:

He charged \$50 for completing the abstract.
Price per barrel \$30.00
Price per gallon 1.32

6. Use figures except at the beginning of a sentence if several numbers occur in a piece of writing:

Out of 379 persons at the performance, 8 voted "yes" and 316 voted "no"; the remaining 55 seemed to have no choice.
Fifty-five would not vote.

7. Use figures in all matters of purely statistical character, including recipes:

1/2 c. cranberries 1 1/4 c. powdered sugar 1 t. butter
His sales for 1939 included 75 hogs, 15 beef steers, 3 veal calves, and 4 cows.

8. Use figures accompanied by the "th", "st", and "d", to designate street numbers of one hundred or above. Spell street numbers that are less than one hundred:

He lives on 142d Street.
This is Fifty-fourth and Main.

9. In formal writings, spell all numbers which may be written in one or two words:

There were eighty-five persons present.
He received two thousand letters.

10. Spell common fractions, except when they follow figures or are used in a series of measurements or in recipes:

one-half, 1 1/2 cups, 1/2 by 1/4.

T I T L E S

1. Custom and convenience require that some official or complimentary title be used in connection with individual names. In this connection, "H. Umberger" is addressed or introduced as "Dean, Division of College Extension," in all relations primarily with Kansas State College and as "Director, Kansas Extension Service," in all responsibilities connected with administering the federal projects of the Service. Only when signifying his dual capacity is he addressed as "Dean and Director."
2. Several members of the Kansas Extension Service hold the doctor's degree. Officially, these men should be addressed and introduced as "Doctor." Especially in introduction, "Doctor" reflects credit to the Extension Service as well as to the individual. Unofficially, address these men as you know they prefer to be addressed.

M E C H A N I C S O F W R I T I N G

P u r p o s e a n d M e t h o d s

1. Mechanical emphasis is used to bring a certain portion of typed material to the special attention of the reader. It should be used sparingly; otherwise, the effect is lost.
2. The commonly used means of mechanical emphasis are: Underscoring, CAPITALS, "Quotation marks," and s p a c i n g b e t w e e n l e t t e r s .
3. From the viewpoint of a printer, underscoring in manuscript copy indicates that heading and subhead emphasis is to be given by the use of large, bold, or black-face type.

T y p i n g

1. Above all else, be ACCURATE IN ALL TYPING.
2. Next in importance to accuracy in typing is a well-balanced, clean-page appearance.
3. Corrections are permissible if they are neatly made.
4. Permit no strikeovers or bad erasures to appear on any typewritten copy.
5. Develop a uniform touch. This is most essential in typing stencils, and, of course, adds to the appearance of a page.

M a r g i n s

1. Type all letters with a margin of at least an inch on each side and at the bottom of the page.
2. Make the right-hand margin as nearly even as possible and of about the same width as the left-hand margin.
3. Estimate the length of a letter before beginning to type it. This will enable you to arrange the margins so as to produce a well-balanced letter.
4. Balance one- and two-paragraph letters better by using wider margins.

S p a c i n g

1. Single space letters but double space between paragraphs.
2. Space twice after each sentence and after a colon. Space once after an abbreviation, initial, semicolon, or comma.

P a r a g r a p h i n g

1. Observe the context of the letter, and paragraph for the best appearance and balance possible.
2. Indent paragraphs five spaces.
3. Indent the first line of quoted material 10 spaces if the quoted material consists of more than one line, ending the first line about five spaces back from the right margin. Indent second and subsequent lines of the quoted material only five spaces. If the quoted material consists of more than one paragraph, indent the first line of the second and subsequent paragraphs 10 spaces also. (See illustrations on page 12.)

N u m b e r i n g P a g e s

1. Do not type a letter on more than one page unless at least three lines of the letter are typed before the complimentary close on the second page.
2. Whenever a second sheet is necessary for a letter, write the name of the addressee in the upper left-hand corner of the page, the number of the page in the center with a hyphen preceding and following, and the date in the upper right-hand corner. These should be written about three line spaces below the upper edge of the sheet:

Mr. John J. Jones

- 2 -

August 15, 1939

OBSERVE THE LETTER PATTERNS ON PAGES 17 TO 24 FOR PROPER BALANCE:

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G R A M M A R

The Extension worker is more obligated to use correct grammar than representatives of some other agencies because of his connection with an educational institution. Errors of grammar in Extension writing reflect not only upon the individual but also upon the institution that he represents. The following rules will serve as a guide to the use of correct grammar:

1. Use a verb that agrees with the subject in number and person:

He is enroute to Chicago.

2. Use a singular verb when a phrase containing a plural noun follows a singular subject:

Not a word of his lessons was learned at home.

3. Use a pronoun that agrees with its antecedent in number, person, and gender:

When a man prepares to seed wheat, he should pay close attention to the moisture content of the soil.

4. Use the same person throughout any one manuscript:

WRONG: Fall seeding of alfalfa is best. You should be careful to prepare a good seed bed. I recommend that farmers use pure seed of adapted varieties.

RIGHT: Alfalfa should be seeded in the fall for best results. A good seed bed should be prepared. Pure seed of adapted varieties should be used.

5. Use a singular verb with "each", "either", "every", "neither", "anyone", and "no one" because they are grammatically singular:

Everyone connected with the Extension Service is expected to attend the Annual Extension Conference.

6. Use "shall" in the first person, both singular and plural, to indicate the future or the future perfect tense; use "will" with the other two persons. Reverse the order of "shall" and "will" to express determination:

I shall prepare my Plan of Work this month.
I will do it at once.

7. Make the antecedent of every pronoun clear:

WRONG: The man has a dog who has bushy black hair.
RIGHT: The man who has bushy black hair has a dog.

8. Use a singular verb with a collective noun treated as a singular subject; use a plural verb with a collective noun treated as a plural subject:

A total of 450 people was in attendance.
The committee is composed of 15 members.
The committee are agreed that the appropriation should be made.
(In this case, reference is made to several individual members of the committee.)

9. Use a plural verb with a compound subject whose members are connected with "and"; use a singular verb if the members of the compound subject are connected with "or" or "nor":

John and Mary are traveling in Europe.
Neither John nor Mary is traveling in Europe.

10. Use "can" to express ability; use "may" to indicate permission:

She can teach in the fall. (Will be able to.)
She may go to school. (Has permission to.)

11. Use "therefor" to represent substitution; but use "therefore" as an adverbial modifier or conjunction:

The entire shipment of stencils was defective; therefore, they were returned, and the manufacturer substituted another shipment therefor.

12. Avoid writing two unrelated numbers together; however, if they are written together, separate them with a comma:

Write, "Fifteen of the 30 were present" rather than "Of the 30, 15 were present."

13. Avoid the use of "etc.", "viz.", "i. e.", "e. g.":

One should say, "Three suggestions were offered for the program; namely, meeting on time, short talks, and discussion at the close of the meeting," instead of "Three suggestions were offered for the program: viz., meeting on time, short talks, and discussion at the close of the meeting."

14. Avoid the use of hackneyed expressions:

Yours of the 15th at hand and contents noted.

15. Avoid the use of contractions:

One should say, "It is undesirable" rather than "It isn't desirable."

T H E L E T T E R

A letter reflects to considerable extent the standards of an office. A neatly typed, well balanced, and properly constructed letter, therefore, tends to convey high office and business standards. Indicate in the first paragraph of a letter the date and subject of correspondence being answered.

M a r g i n s

Type all letters with a margin of at least an inch on each side and at the bottom of the page. The right-hand margin should be as nearly even as possible and of about the same width as the left-hand margin. Estimate the length of a letter before beginning to type it. This will enable you to arrange the margins so as to produce a well-balanced letter. One- and two-paragraph letters balance better with wide margins.

S p a c i n g

1. Single space between lines of writing, but double space between paragraphs.
2. Space twice after each sentence and after a colon. Space once after an abbreviation, initial, semicolon, or comma.

P a r a g r a p h i n g

1. Observe the context of the letter, and paragraph for the best appearance and balance possible.
2. Indent paragraphs five spaces.

N u m b e r i n g P a g e s

1. A letter should not be more than one page in length unless at least three lines of the letter are typed before the complimentary close on the second page.
2. Whenever a second sheet is necessary for a letter, write the name of the addressee about three line spaces from the top of the page and in the upper left-hand corner of the page; on the same line, and in the center of the page, write the number of the page with a hyphen preceding and following; and on the same line, but in the upper right-hand corner of the page, write the date. These should be written about three line spaces below the upper edge of the sheet.

T h e S y m b o l i c L e t t e r

The letter on page 28 is prepared in accordance with the rules of this Style Book. Each symbol on the letter corresponds to a rule of a corresponding number on pages 29 to 32; for instance, symbol (1) points directly to the date of the letter. Rule 1 on page 29 reads "Center the date line immediately under the address of the letterhead."

THE NATIONAL PRODUCTS COMPANY
Manufacturers and Distributors of Everything
116 South Michigan Avenue
Chicago, Illinois
September 12, 1939

Mr. James C. Buck, General Superintendent
Engineers Supply & Equipment Company, Inc.
208 South Fifth Street, N. E.
Schenectady, New York

Attention: Purchasing Agent

My dear Mr. Buck:

Did you see the article in Office Management, "You wouldn't Build Immovable Office Equipment--Why Build Immovable Partitions?" by an efficiency expert, Mr. George E. Grant, President of Grant & Company?

We are distributors of the modern movable partition which is widely known under its trade-mark, "DIVIDO." These movable partitions, which come in units of 3½ feet by 11 feet and cost \$56 a unit f. o. b. Chicago, Illinois, can be installed for 75 cents a foot. Here are the principal points of superiority of this partition over the ordinary kind:

1. Movable steel partitions give better subdivision without any of the disadvantages of "permanent" partitions.
2. They are fire retarding, heat resisting, and sound proof.
3. The heat of summer and the cold of winter do not affect them.

These partitions are only one-half as costly as ordinary partitions are; they are economical, therefore, as well as durable and beautiful in your office. As a prominent user says, "We cannot recommend your new 'DIVIDO'S'--the movable partitions--too highly. Have they not saved us 40 per cent in construction costs in our office?"

Send today for a copy of Office Planning Studies, a 48-page booklet fully describing these partitions. The enclosed post card will bring it.

Very truly yours,

THE NATIONAL PRODUCTS COMPANY

PM:DF
Enc.--2

Vice-President

P. S. Be sure to see our twenty exhibits at the Business Men's Show, 113th Street at Sixth Avenue, which starts on Wednesday, November 24, at 2:00 p.m. They will be in charge of Mr. Ralph Brown, our Sales Manager, who will be glad to see you.

PM

Rules Referring To Symbolic Letter

1. Center the date line immediately under the address of the letterhead.
2. Spell the names of months, whether in the date line or in the body of the letter.
3. (a) Omit "th", "st", and "d" after dates which are preceded by the name of the month.
(b) Preferably precede the date with the name of the month and avoid the use of "th", "st", and "d".
4. (a) Place a comma between the date of the month and the year, and between the day of the week and the name of the month when they are used together.
(b) Space once after a comma or semicolon, once after a period when it follows an initial or abbreviation, twice after a colon, and twice at the close of a sentence.
5. On a full-page letter, start the name and address at the left-hand margin four spaces below the date line. Use the blocked form for the name and address.
6. Make the lines of the address as nearly equal in length as possible by placing the addressee's title:
 - (a) on the same line as his name, or
 - (b) on the following line, preceding the name of the firm, or
 - (c) on a line by itself.
7. (a) Separate the addressee's title from his name or the firm name with a comma when both are written on the same line.
(b) Use commas to set off a title following a name within a sentence.
8. Capitalize the principal words of titles and also the names of departments, such as Accounting Department, Legal Department.
9. Use no punctuation after the lines in the address, except after allowable abbreviations as referred to in Rules 12, 15, and 17.
10. Use the apostrophe in firm names only if the firm has adopted such usage.
11. Follow the abbreviated form of writing firm names only if the firm itself has adopted that form.
12. Use the abbreviation "Inc." for "Incorporated" and "Ltd." for "Limited," preceding them by a comma, unless the firm itself has adopted the form without the comma, but do not abbreviate "Company" or similar words in the name and address.
13. Spell North, South, East, and West in street directions.

14. (a) Spell the number which is the name of a street if it is below 100; use figures followed by "th", "st", or "d" for 100 or above.
(b) Indicate street numbers in numerals.
15. Use initials for the sections of a city, but do not abbreviate "Street", "Avenue", "Boulevard", or similar forms such as "Potwin Place."
16. (a) Place the state on the same line as the city in the address of the letter and separate them with a comma.
(b) Separate the sections of an address with a comma when used within a sentence.
17. Spell the names of states. Write D. C. for the District of Columbia.
18. (a) Center an "Attention" phrase a double space below the name and address, and a double space above the salutation.
(b) Use a colon after "Attention" in the "Attention" phrase.
(c) Underline the entire phrase; capitalize only the principal words.
(d) Disregard the "Attention" phrase when selecting the proper salutation to be used.
19. (a) "Dear Sir", "Dear Mr. Buck", "Gentlemen", "Dear Madam", "Mesdames (or Dear Ladies)" are the more common salutations.
(d) Use a small "d" in "dear" when it comes between two other words of a salutation.
20. Begin the salutation at the left margin; follow it with a colon only.
21. (a) Begin the body of the letter a double space below the salutation.
(b) Indent paragraphs five spaces.
22. (a) Underscore names of periodicals and books.
(b) Enclose titles of articles and chapters in quotation marks, and capitalize the principal words.
(c) Indicate particular emphasis by capitalizing the complete word, phrase, or clause.
(d) Enclose coined words and trade-marks in quotation marks.
23. Place the comma and period inside the quotation marks; place the semicolon, colon, exclamation point, and question mark outside unless they are a part of the quoted matter.
24. Set off by commas a word or words in apposition.
25. Indicate a dash by two hyphens--with no space before or after them.
26. Double space between paragraphs.
27. Do not space before or after the hyphen.
28. Write dimensions in words except in itemized specifications.
29. Omit the decimal and ciphers in round sums of money.

30. Write sums of money below \$1 by using the figure and the word "cents" except in tabular copy; then use the dollar sign, decimal, and figures.
31. (a) Use the colon after the words which introduce an enumeration of a series of items; before a quotation of more than one sentence; and before a quotation that begins a new paragraph.
(b) Use the comma to separate a short direct quotation from the rest of the sentence.
32. Block in and center enumerations and long quotations.
33. Use a period and a single space following the number or letter at the beginning of each item in an enumerated series or an outline.
34. Begin the second and subsequent lines of enumerated material directly under the first word of the first line.
35. Hyphenate a group of modifying words when used before a noun to express a single idea, but omit the hyphen when such a modifying group follows the noun.
36. Place a comma before "and", "or", and "nor" in a sequence of three or more.
37. Do not capitalize the seasons of the year except when they are personified or refer to specific periods or dates.
38. Spell and hyphenate fractions except when they follow figures or when used in tabulations.
39. (a) Set off with commas the words "therefore", "however", and "otherwise" when they are manifestly inserted between words which normally come together.
(b) Precede "therefore", "however", and "otherwise" with a semicolon and follow them with a comma when they join two parts of a compound sentence.
40. Capitalize the first word of a direct quotation.
41. Use single quotation marks for quoted matter within a quotation.
42. Form the plural of coined words or abbreviations by adding the apostrophe and "s" to the singular.
43. Always place a dash or hyphen at the end of a line rather than at the beginning of the following line. DO NOT DIVIDE A SYLLABLE.
44. Use figures and spell "per cent" except in tabulation.
45. Start the complimentary close at the center of the page a double space below the body of the letter, and follow it with a comma.
46. (a) If the firm name precedes the signature of the writer, type the firm name in all capitals a double space below the complimentary close. If the firm name follows the signature of the writer, type the firm name four spaces below the complimentary close. In either case, begin the firm name directly under the first letter of the complimentary close.

- (b) If the firm name precedes the signature of the representative, the letter indicates that the firm is responsible for its contents; if the firm name follows the signature of the representative, the letter indicates that the representative is responsible for its contents.
47. Type the title of the writer four spaces below the preceding line starting directly under the first letter of the complimentary close.
48. Type the initials of the writer and the stenographer in capitals and with a colon between, at the left-hand margin, four spaces below the complimentary close or in line with the writer's title.
49. Indicate an enclosure by placing the abbreviation "Enc." immediately below the writer's initials. Indicate two or more enclosures by typing a dash and the designated number after "Enc."
50. (a) Indicate a postscript by the abbreviation "P. S." placed a double space below the last line of typing. Begin the postscript two spaces to the right of the "P. S.", but on the line on which "P. S." is written.
 (b) Start the second and subsequent lines of the postscript directly under the first word of the first line.
 (c) Type the initials of the writer directly under the last line of the postscript and on a margin with the beginning of the complimentary close.
51. In formal writings, spell all numbers which may be written in one or two words.
52. Use figures for designations of time with "a.m.", "p.m.", "n.", and "m." Do not capitalize "a.m.", "p.m.", "n.", and "m."

A d d r e s s i n g t h e E n v e l o p e

The envelope address should consist of at least three lines, following the same rules of punctuation as are followed in the address in the letter. The address should be centered on the envelope.

F o r m s o f A d d r e s s

The following forms of address are recommended for persons of note:

Title of Person	Address	Salutation (Formal)	Salutation (Informal)	Close (Formal)	Close (Informal)
The President of the United States	The Presi- dent, Wash- ington, D. C.	Sir	My dear Mr. Presi- dent:	I have the honor to re- main, Most respectfully yours,	I have the honor to remain, Yours faith- fully,

Title of Person	Address	Salutation (Formal)	Salutation (Informal)	Close (Formal)	Close (Informal)
The Vice-President of the United States	The Vice-President, Washington, D. C.	Sir:	My dear Mr. Vice-President:	I have the honor to remain, Most respectfully,	Believe me, Yours faithfully,
Chief Justice of the Supreme Court of the United States	The Honorable, the Chief Justice, Washington, D. C.	Sir:	Dear Mr. Chief Justice	I have the honor to remain, Yours respectfully,	Believe me, Yours faithfully,
Associate Justice of the Supreme Court of the United States	The Hon. L. R. Snow, Justice of the Supreme Court, Washington, D. C.	Sir:	Dear Mr. Justice Snow:	Believe me, Yours very truly,	Believe me, Yours faithfully,
Member of the Cabinet of the United States	The Hon. Henry A. Wallace Secretary of Agriculture Washington, D. C.	Dear Sir: or Sir:	My dear Mr. Secretary:	Believe me, Yours very truly,	Believe me, Yours faithfully,
Senator of the United States	The Hon. Arthur Capper Senator from Kansas, Washington, D. C.	Dear Sir: or Sir:	Dear Senator Capper:	Believe me, Yours very truly,	Believe me, Yours faithfully,
Member of Congress	The Hon. W. P. Lambertson, House of Representatives, Washington, D. C.	Dear Sir: or Sir:	Dear Mr. Lambertson:	Believe me, Yours very truly,	Yours, faithfully,
Governor of a State	The Honorable Payne Ratner, Governor of Kansas, Topeka, Kansas	Sir:	Dear Governor Ratner:	I have the honor to remain, Yours faithfully,	Believe me, Yours faithfully,

Title of Person	Address	Salutation (Formal)	Salutation (Informal)	Close (Formal)	Close (Informal)
A Cardinal	His Eminence J. H. Braasch, Arch- bishop of New Orleans, New Orleans, Louisiana	Your Eminence:	Your Eminence:	I have the honor to re- main, Your Eminence's humble servant,	Your Emi- nence's humble servant,
An Arch- Bishop	The Most Reverend C. D. Riordon, Archbishop of Minneapolis, Minneapolis, Minnesota	Most Rev- erend Sir:	Most Rev- erend and dear Sir:	I have the honor to re- main, Your Grace's humble servant,	Your Grace's humble servant,
A Bishop	The Right Reverend F. W. Day Bishop of Chi- cago, Chicago, Illinois	Right Rev- erend and dear Sir:	My dear Bishop Day:	I have the honor to remain, Respect- fully yours,	Faithfully yours,
A Priest	The Rev. Murray Devlin, St. Paul, Minnesota	Reverend and dear Sir:	Dear Father Devlin:	I beg to remain, Yours faith- fully,	Faithfully yours,
A Protes- tant Clergy- man	The Rev. R. A. Green- wood, Madison, Wisconsin	Sir: or My dear Sir:	Dear Mr. Greenwood: or Dear Dr. Greenwood:	I have the honor to remain, Yours sin- cerely,	Sincere- ly yours,
A Major General	Major-General James S. Adams, U.S.A., Com- manding General. Second Corps Area, Fort Riley, Kansas	My dear General Adams:	Dear General Adams:	Sincerely yours,	Respect- fully yours, or Very truly yours,



Title of Person	Address	Salutation (Formal)	Salutation (Informal)	Close (Formal)	Close (Informal)
A Colonel	Colonel Charles F. Grant, Commanding Officer, 165th Field Artillery, Fort Leavenworth, Kansas	My dear Colonel Grant:	Dear Colonel Grant:	Sincerely yours,	Respectfully yours, or Very truly yours,
A Lieutenant	First Lieutenant William Steward, Fort Snelling, Minnesota	My dear Lieutenant Steward:	Dear Lieutenant Steward:	Sincerely yours,	Respectfully yours, or Yours,
A member of the Legislature	The Honorable James Clark, Member of the Legislature Madison, South Dakota	Sir: or Dear Sir:	My dear Mr. Clark: or Dear Mr. Clark		Respectfully yours, or Very truly yours,
The Postmaster General	The Honorable the Postmaster General, Washington, D. C.	Sir: or Dear Sir:	My dear Mr. Postmaster General:	I have the honor to remain, Very truly yours,	Most respectfully yours, or Respectfully yours,
President of a College or University	President F. D. Farrell, Kansas State College, Manhattan, Kansas	Dear Sir:	My dear President Farrell:	Very truly yours,	Respectfully yours, or Very sincerely yours,
Speaker of the House of Representatives	The Honorable Charles F. Smith, Speaker of the House of Representatives, Washington, D. C.	Sir	My dear Mr. Speaker: or Dear Mr. Speaker:	I have the honor to remain, Very truly yours,	Most respectfully yours, or Very truly yours,

S P E L L I N G

Many words commonly used in Extension writing are frequently misspelled. Below is a list of several of these words:

acknowledgment	disk, disked
airtight	drought
all right	dumb-waiter
anybody	
anyone	enclose
anything	endorse
anyway	ensure (making certain)
anywhere	
army worm	farmhouse
average acre-yield	filmstrip
	flytrap
back yard	framework
Bang's disease	
barnyard	grain-grading
bathroom	grain weevil
bedfast	grasshopper
bedridden	guesswork
bedroom	
bedside	homemade
blood tested	homemaker
bluegrass	homemaking
bone meal	home study
box elder	hornworm
broken-down	horse bot
butterfat	horse-drawn (adjective)
buttermilk	horsepower
	horse-radish
cabbage worm	hotbed
carload	hothouse
cheesecloth	housefly
cleanup	
cod-liver oil	inasmuch as
cold cream (noun)	in so far as
co-operative (and derivatives)	insure (indemnifying against loss)
co-ordinate (and derivatives)	interstate
cottonseed	
country-wide program	judgment
creep-fed	
creep-feed	key words
creep-feeding practices	knapsack
cupboard	
cutworm	landowner
	leader-training (adjective)
daybreak	leader training (noun)
daylight	leaf bud
daytime	lifesaver
dining room	limestone
disease-free flock	linseed

livestock	spareribs
long time	squash bug
long-time (adjective)	stairway
lowland	Statehouse
	state-wide program
mortgage	straw loft
	subordination
newsletter	subproject
	sulphur
o'clock	summer-fallow (transitive verb)
overcoat	summer fallow (noun)
overcook	
overlook	tapeworm
overnight	taproot
overrun	textbook
	that (use with inanimate objects)
passageway	therefor (for that)
per cent	therefore (for that reason)
personnel	thorough, not thoro
preschool	through, not thru
prewar	today
proved	tomorrow
purebred	to tune in
	trapdoor
radiobroadcasting	trap next (noun)
radiogram	trap-nest (adjective)
railroad	tune to
rain water (noun)	tuning fork
rain-water (adjective)	twenty-six
refinishing	
refitting	upland
remaking	up-to-date (adjective)
remarking	up to date (to the present date or time)
remodeling	usable
result demonstration (noun)	
result-demonstration (adjective)	wardrobe
reupholstering	wardroom
roundabout (adjective)	water bath (noun)
round about (noun)	water-bath (adjective)
round-shouldered	week end (noun)
roundworm	week-end (adjective)
runway	which (use with animate objects)
	widespread
safeguard	windbreak (noun)
salable	wind-break (verb)
seedbed	wire cloth (noun)
six hundred fifty-one	wire-cloth (adjective)
skim milk	wireworm
smokehouse	woodwork
smut-free seed	workshop
snapping beetle	worn-out (adjective)
so-called	worth-while (adjective or noun)
soybean	worth while (predicatively)

P R O N U N C I A T I O N

Mispronunciation of words gives every listener who detects the error--and there may be many such listeners--a decidedly bad impression of the speaker. Mispronunciations fall into three general classes:

1. Unfamiliar words, particularly foreign names, and technical terms, are frequently mispronounced.
2. Moderately familiar words are frequently mispronounced, because the speaker has not learned the proper pronunciation.
3. Common words often are mispronounced because of carelessness. Sometimes letters or sounds are transposed; occasionally, sounds are dropped completely.

The dictionary is the best available guide to pronunciation. Use it frequently. A short list of every-day words that are commonly mispronounced is included below:

<u>WORD</u>	<u>COMMONLY MISPRONOUNCED AS</u>	<u>SHOULD BE PRONOUNCED</u>
aerial	ehr'-i-al	ay-ee'-ri-al
altitude	al'-ti-tood	al'-ti-tieud
amateur	am'-at-ieur	am'-at-tur'
American	Am-mur'-i-kan or Am-mer'-kan	Am-mehr'-i-kan
because	be-kuz'	be-kahs'
catch	ketch	katch
endure	en-door'	en-dieur'
for	fur or f'r	fawr
from	frum	frahm
get	git	get
hundred	hun'derd	hun'dred
induce	in-dooos'	in-dieus'
institute	in'-sti-toot	in'-sti-tieut
just	jist or jest	just
men	min	men
new	noo	nieu
of	uv	ahv
or	ur	awr
produce (n)	pro-dooos'	prod'-yeus
produce (v)	pro-dooos'	proh-dieus'
production	per-duk'-shun	proh-duk'-shun
program	pro-grum	proh'-gram
ten	tin	ten
usual	eu'szhul	eu'zheu-al
was	wuz	wahs
what	whut or wat	hwaht
wheat	wheat	hweet

MANUSCRIPTS

Radio Scripts

Uniformity in the preparation of manuscripts for radio broadcast is essential if they are to be easily read; therefore, observe the following suggestions and the sample manuscripts on pages 41 to 50 in the preparation of the scripts:

1. Write radio talks in the first and second person and present tense.
2. Prepare a minimum of three copies of a radio manuscript, and submit them at least 24 hours in advance of the broadcast to enable both the editor and announcer to familiarize themselves therewith and to make their notations in advance of the broadcast.
3. In so far as possible, prepare the radio talk to fit the allotted time for broadcast. (It requires approximately two minutes to read one double-spaced page of typewritten material.)
4. For the most part, use short sentences whenever possible.
5. For ease in reading, insert more commas than in ordinary manuscript writing.
6. Write figures so they may be easily read. Use approximate round numbers instead of specific numbers; for example, write "Almost 2 million" rather than "1,899,651."
7. Center the title, writing it in capitals and underscoring it.
8. Two spaces below the title of the radio talk on the first page of the manuscript prepared for broadcasting, write the name of the speaker, his title, the organization with which he is affiliated, and address, the name of the station from which the talk will be broadcast, the day, date, and hour. These should be written in the order as stated.
9. A single space below the identifying statement, use a double underscore from the left-hand margin to a point two-thirds the way across the page.
10. Begin the manuscript four spaces below the double bars that set off the title and identifying statement.
11. Double space all manuscripts, indent paragraphs five spaces, and allow a one-inch margin on each side of the page. (See rule 12 for special instructions for preparing interview or dialogue manuscripts.)
12. In interview or dialogue manuscripts, indent the copy sufficiently to write the names of the speakers in the left-hand column (all capitals followed by a dash) for ease in reading. (In this type of manuscript, do not indent paragraphs.)
13. Do not break a paragraph at the bottom of the page. If necessary, single space the last few lines of the last paragraph on the page.

14. When the manuscript consists of more than one page, write the word "more" in the center and two spaces below the last writing line of each page (except the last page), in all capitals, with spaces between the letters and a dash before and after the word.
15. In the upper left-hand corner of the second and subsequent pages of the manuscript, repeat the title of the talk, following it by a space, hyphen, space, and the page number. Begin typing three spaces below the title of the talk.
16. Indicate the close of the manuscript by writing "all" in the center and two lines below the last writing line, in all capitals, with spaces between the letters, and a dash before and after the word.
17. A well-prepared radio script is not well received over the radio unless it is properly read before the microphone. The following suggestions are offered for more effective reading of radio manuscript:
 - a. Read your script several times before presenting it over the microphone; and read it aloud at least once.
 - b. Arrange to arrive at the studio several minutes before you are to appear on the program, so that you may have ample time to overcome any shortness of breath.
 - c. Speak directly into the microphone, unless the announcer in charge has suggested that you speak from an angle.
 - d. Speak in a natural voice--naturalness reproduces more favorably than a strained voice. The microphone brings your hearers close, and it is unnecessary to force your voice as you would in a large auditorium.
 - e. Enunciate clearly; do not slur syllables.
 - f. Pronounce words correctly.
 - g. Read as you would talk if you were seated across the table from someone discussing the subject about which you are speaking. This will tend to avoid monotony in expression and tempo.
 - h. Avoid rustling papers or making other noises which might broadcast, and be careful not to strike the microphone.
 - i. If you cannot appear to read your radio script personally, notify those in charge of the station in advance so that arrangements may be made to have your script read.
 - j. Enter the studio quietly when the station is on the air.
 - k. When you arrive for broadcast, enter the main studio so that the announcer will know you are there. It is sometimes impossible for the announcer to leave the studio to see if broadcasters are waiting outside.
 - l. Be on time for your broadcast; the schedule is planned with a definite time assigned for each speaker. If speakers fail to appear at the scheduled time, the program schedule is disrupted and emergency changes must be made.

SPRAY MACHINERY FOR THE HOME ORCHARD

Talk by Mr. W. G. Amstein, Extension Horticulturist, Kansas State College Extension Service, Manhattan, Kansas, to be broadcast by Radio Station KSAC, Tuesday, October 10, 1939, 12:35 p.m.

The problem of satisfactory spray machinery and the correct application of spray material to home orchards is often a limiting factor in the successful care of these smaller plantings of tree fruits.

The small knapsack- and bucket-type sprayers so often used in the gardens can be used while the trees are young, but from the age of six years on, it is necessary to have a more powerful sprayer if the proper cover of spray material is to be used.

For the average size home orchard, a barrel sprayer is usually recommended. These sprayers may be secured from many commercial concerns selling pumps and spray machinery. They may be secured at an average cost of from \$6 to \$45. Needless to say, the more expensive pumps are far better than are the cheaper kinds. The low cost barrel sprayers are usually not capable of developing sufficient pressure and often are constructed of short-lived materials. Many times they are not very much more desirable than a good bucket sprayer.

The better grades of barrel sprayers will develop 150 to 200 pounds of pressure, and, with reasonable care, they will last for many years. With any of the barrel sprayers, it is usually advisable to purchase additional hose to increase the total length of hose to 50 feet.

--A L L--

SECRETARIAL WORK

Talk by Miss Clara M. Siem, Financial Secretary, and Miss Vesta Richmond, Assistant to Director, Kansas State College Extension Service, Manhattan, Kansas, to be broadcast by Radio Station KSAC, Friday, December 23, 1938, 5:00 p.m.

MISS WARREN--At this time, KSAC presents another vocation broadcast. We're going to discuss secretarial work as a vocation. We hope in this program to bring out a few important things about this work which will help those of you who are thinking of making a career in this field. We also want to present some ideas that may help those already engaged in office work to do better work. Here in the studio this afternoon are Miss Clara M. Siem, financial secretary of the Extension Division here at Kansas State College, and Miss Vesta Richmond, assistant to the Director of Extension. They have kindly consented to answer questions which I have in mind, and I can't think of any persons more capable of answering these questions. So that we all know the type of vocation we are discussing this afternoon, I believe it would be well, Miss Siem, if you would describe the nature of secretarial work. What I mean is--what specific duties are included in this type of work? I know that there would be some who think the ability to take dictation and to type letters sufficient.

--M O R E--

MISS SIEM--Yes, that's right. The ambition of every girl who completes a course of study in stenographic and secretarial work is to become a secretary; however, it is quite essential that she is first employed as a stenographer under a well-qualified secretary. The value of this is very evident. In such a position, she will profit from the experience and methods of the secretary in charge of her work. Now, let's see--you asked what specific duties would likely be included in a girl's first position after she is out of business school. She will probably devote most of her time to routine office work, including stenographic work, typing of plain copy, stencil typing, mimeographing, and answering the telephone.

MISS WARREN--How long will her duties include only these matters, Miss Siem?

MISS SIEM--That depends almost entirely on the girl who has the job. If she is aggressive and if she possesses initiative, she will ultimately promote herself to a secretarial position.

MISS WARREN--Well, now--what would this secretarial position mean--added duties, I suppose?

MISS SIEM--Yes, added duties and added responsibilities. She might supervise the clerical staff. She would be responsible for organizing her employer's daily routine, receiving visitors, making appointments, and as important as anything else, satisfying the wants of visitors who come to the office.

MISS WARREN--When a person is first thinking about her future with respect to professional undertakings, or for instance, if you were advising a girl in her choice of a future career, Miss Richmond, what general qualifications for secretarial and stenographic work should a person possess?

--M O R E--

MISS RICHMOND--As for any profession, honesty and reliability would be the first ones I would mention. And next, come willingness to work and the desire for advancement.

MISS WARREN--I know this is a subject you like to talk about so why don't you sort of get down to cases and tell us more about things you expect to find in a successful secretary?

MISS RICHMOND--I would say that there is one qualification without which no one can reach the top. That is the ability to work harmoniously with others. The ability to understand and follow instructions is important also. One engaged in the secretarial profession should be neat in appearance and appropriately dressed. And another thing, she must be interested in her work. Of course, all these things are in addition to being proficient in typing, shorthand, spelling, and business English. Dean H. Umberger of the Extension Service once told me that his secretary must be a mind reader.

MISS WARREN--I should think from what you have said, Miss Richmond, this might be an excellent quality for any secretary.

MISS RICHMOND--It is. She must be able to anticipate the needs of her employer and be prepared with the information or material he desires before he requests it.

MISS WARREN--Now, of course, we all know that a certain amount of training is necessary, but we don't all know how much, or what kind, or how long it takes to get that training, or what the cost will be. What are your ideas on this, Miss Siem?

--M O R E--

The first part of the document is devoted to the study of the
theoretical aspects of the problem.

In the second part we shall consider the
practical aspects of the problem.

The third part of the document is devoted to the study of the
theoretical aspects of the problem.

In the fourth part we shall consider the
practical aspects of the problem.

The fifth part of the document is devoted to the study of the
theoretical aspects of the problem.

In the sixth part we shall consider the
practical aspects of the problem.

The seventh part of the document is devoted to the study of the
theoretical aspects of the problem.

In the eighth part we shall consider the
practical aspects of the problem.

The ninth part of the document is devoted to the study of the
theoretical aspects of the problem.

In the tenth part we shall consider the
practical aspects of the problem.

MISS SIEM--Well, let's take one of your questions at a time. About the amount of training--most essential is a high school background. Any study beyond high school, of course, adds materially to the background of the individual preparing for such a course of study. Whenever I have the opportunity to advise a girl who is planning this training, I recommend that her course of study include both bookkeeping and stenographic work. A student prepared as both a bookkeeper and stenographer can accept any type of position which may come to her. Such a course of study is best secured in an accredited commercial school, of which there are several in the state. Bookkeeping courses can quite satisfactorily be completed by correspondence courses, but it is more advisable to take advantage of the course directly in the school. Correspondence courses in shorthand and typewriting do not result in satisfactory training. With respect to the length of time required for training, much depends upon the individual student; however, it would seem that not less than nine months should be planned for a course in both bookkeeping and stenographic work; and for stenographic work alone, not less than six months.

MISS WARREN--I guess it would be rather difficult for a school official or even an instructor to estimate the time required for anyone to complete a given course. There is too much variance in the way different people apply themselves to work of any kind.

--M O R E--

MISS SIEM--Tuition for these courses are economically accepted on a scholarship basis rather than on a monthly enrollment. The scholarship basis will enable the student to remain in school as many months as are necessary to complete the course, and if, at any time in future years, the person desires to return for further study, that may always be done without the expense of additional tuition.

MISS WARREN--Now, about tuition rates, Miss Siem?

MISS SIEM--I am not thoroughly familiar with the present-day tuition rates, but I should assume that the tuition on the scholarship basis for a course in both bookkeeping and stenography would cost about \$150. After enrollment in such a course, it is most desirable for a student to remain in school until that school recommends her for a position, since her best recommendation for her first position is the fact that the school has asked her to apply. My experience has been that those who apply for positions without their having been suggested by the school are not applying because they are qualified, but because they feel that they have been in school as many months as they should be, and unquestionably from the standpoint of their own future progress, they are making the greatest mistake that they can make for themselves.

MISS WARREN--Well, now we are up to the place where a girl has her training and she has been recommended for a job, so let's assume that she gets the job. What kind of a salary will she get, Miss Richmond? By the way, how do salaries in this field compare with those in other lines of work?

--M O R E--

MISS RICHMOND--Clerical employees in Kansas, according to a 1937 report from the Department of Labor and Industry, received an average salary of \$36 and some cents each week; that is, clerical people who were supervisors, while stenographers in the less responsible positions received an average of almost \$19 a week.

MISS WARREN--How do these salaries sound when we look at the other industrial positions of this state?

MISS RICHMOND--Well, here's the report from which I took the figures I have just quoted. Turn to the page I have marked, Miss Warren, and see how they look to you.

MISS WARREN--Well, this shows up pretty nicely for the secretarial profession. The average weekly salary for Kansas women in industry was about \$15. You said the average clerical employee, even holding some of the minor jobs, received around \$19 a week, didn't you?

MISS RICHMOND--Yes, and supervisors averaged a little more than \$36 a week.

MISS WARREN--Well, that looks good. Now, here, the supervisors of beauty parlors receive about \$31 a week, as an average salary, and operators averaged around \$13.50. Supervisors in telephone exchanges and women employed in miscellaneous wholesale and retail establishments seem to be the next highest paid. The average salary for women teachers in all Kansas public schools in 1932, figured on the basis of 52 weeks a year, was \$19.23.

MISS RICHMOND--Considering the length of training and experience required, stenographers, bookkeepers, secretaries, and all others included in the term "clerical" are high in the salary scale for women wage earners.

--M O R E--

MISS WARREN--Opportunities for advancement depend on the whole upon the secretary herself, isn't that true, Miss Siem?

MISS SIEM--Yes, by all means. There will always be opportunity for advancement for the stenographer who assumes a friendly attitude toward her work and toward the personnel with whom she works--the stenographer who has poise and is able to meet people and to accept her responsibilities without creating antagonism in her efforts to accomplish her duties. She must be alert and dependable, and she should possess a dignified and well-poised sense of humor. She must be able, without irking her employer, to see that he attends such conferences as he should attend, that he is there on time, and that when he leaves for such conferences, he is supplied with all the material that he needs, organized so that it can be readily located. Stenographers can make themselves sufficiently valuable that in a very short time they will rise to secretarial positions. Often this will enable them to improve their educational background by completing college work or pursuing other courses through night school or by correspondence. Ambitions requiring this additional training are often realized. It is not infrequent to find writers, advertising men and women, home economics leaders, and radio script writers whose secretarial training was the opening wedge into the business world. (MISS SIEM--CONTINUED)

--M O R E--

MISS SIEM (CONTINUED)--The efficient employee will be able to save her employer much embarrassment in using discretion in answering the telephone or in handling visitors. One fault of many employees is that when answering the telephone, or when receiving visitors, if the employer is not in, the usual answer is "He is not in the office," or much less discreet, "He has not come to the office." It may be nine o'clock in the morning and the employer may not have arrived at the office. On the other hand, he may have gone from his home immediately to an eight o'clock meeting. The party calling, if told that he has not come to the office, would be quite likely to glance at his watch and say, "Well, it's nine o'clock and he isn't at the office," and, therefore, gather the impression that his office hours are extremely short. We cannot, of course, say that an employer is in the office when he is not, but on the other hand, the telephone may be answered in such a way that it will not offer embarrassment to him. Likewise may visitors be handled in such a way as to avoid embarrassment to the employer.

MISS WARREN--The secretary who is loyal to her employer and his work will by all means do her best to create for him and his job a favorable impression. Is that true, Miss Siem?

MISS SIEM--Yes, loyalty demands that secretaries keep in mind the welfare of the office and refrain from carrying office matters outside the office.

MISS WARREN--The importance of that statement is self evident. The secretary has an excellent opportunity to prove to herself and employer her capacity for trust.

--M O R E--

MISS WARREN (CONTINUED)--Any training or profession can be a stepping stone toward something else, but as a profession, what values are there, Miss Richmond, and this time I don't mean from the pay check angle?

MISS RICHMOND--The opportunity to develop poise is to me one of the most valuable rewards. Meeting all types of people, one gains in independence and broadens in knowledge and interests. All of these increase the ability to enjoy life and one's friends.

MISS WARREN--I'm glad you said that. Living is the end of all our planning, training, and studying, isn't it? To my notion, in so far as our work and professional life is satisfactory and worthy of our abilities, the joy of living increases. Pardon the digression, but this has reminded me of something I read this afternoon in the Extension Service Review for December, you know, that publication from the United States Department of Agriculture, in Washington. This is an excerpt from a talk given by Director Willard A. Munson, of the Massachusetts Extension Service.

"You secretaries, in your work, reflect to the men, women, and young people and to the farmers, homemakers, bankers, businessmen, and factory workers with whom we work the type of organization that we serve. Everything going out of the office passes over the secretary's desk. Our letters, our circulars, our printed matter or bulletins reflect courtesy, neatness, accuracy, and attentiveness. They prepare the way for us to meet the people with whom we do business. Secretaries help to make friends for the organization by their attention to incoming letters, telephone calls, and office callers, and we must have friendships if we are to do our work well."

N e w s M a n u s c r i p t s

News articles must be prepared to meet the desires of the newspaper man if they are to appear in print, and the suggestions offered in the succeeding lines and the sample news article on pages 52 and 53 will aid you in preparing the articles in such a manner that the newspaper man will likely accept them:

1. If the story is restricted as to date of publication, type the release date at the top and left-hand margin of the first page of each news story, double spacing between lines.
2. At the top and right-hand margin of the first page of each news story, type the list of publications to which the story is being released, double spacing between lines.
3. Type the title of the news story in all capitals in the center and one-fourth the way down the first page, underline it, and begin typing the story two spaces below the title. (Typing the title one-fourth the way down the page provides space for the editor's notes and headline.)
4. If the title consists of two lines, double space between the lines and indent the second line three spaces.
5. Allow no strikeouts or bad erasures to appear in the manuscript.
6. Double space all news stories, indent paragraphs five spaces, and allow a one-inch margin on each side of the page.
7. Submit clear copies of all news articles to afford ease in type setting. (Illegible copies are not accepted by newspaper publishers.)
8. When the news article consists of more than one page, write the word "more" in the center and two spaces below the last writing line of each page (except the last page), in all capitals, with spaces between the letters, and a dash before and after the word.
9. In the upper left-hand corner of the second and subsequent pages of the news article, write the key phrase indicating the subject of the article, followed by a space, a hyphen, a space, and the number of the page. Begin typing three spaces below the key phrase.
10. Indicate the conclusion of the story by typing the figure "30" in the center and two lines below the last writing line on the last page, with a dash before and after the figure.
11. In news articles submitted by the Extension Service, and at the foot of each page, two spaces below "more" or "30", as the case may be, use the underliner, one space below which write the credit line "Kansas State College Extension News Service" and the date, as is indicated on the sample news article, pages 52 and 53.
12. Do not break paragraphs at the bottom of the page. If necessary, single space the last few lines of the last paragraph on the page.

Please observe release date

SPECIAL TO:

RELEASE: August 14 to 19

Kansas Weeklies

SURVEY SHOWS WEAKNESS

IN WOODLAND MANAGEMENT

The native woodlands of Kansas produce an average of 88 board feet of lumber per acre annually, but most of them are capable of producing much higher yield than this under proper management. Woodlands now are generally mistreated or handled as waste lands.

Those facts are revealed in a bulletin recently published by the Kansas Agricultural Experiment station, based upon the results of a survey of Kansas woodlots conducted jointly by the United States Forest Service and Kansas State College, Manhattan. The bulletin provides a comprehensive inventory of the wood resources of the state.

The bulletin shows that in 1936, Kansas woodlands covered 1,238,000 acres, including 1,073,000 acres of native woodlands and 165,000 acres of planted timber. The present timber acreage is 3,242,000 acres less than the original woodlands before settlement. This reduction in timber acreage has been brought about through clearing watersheds for agriculture.

Native timber is grouped in three main types. The mixed hardwood type covers 904,000 acres; the cottonwood type, 107,000 acres; and the black-jack-post-oak type, 62,000 acres. The mixed hardwood type consists chiefly of oaks, elms, black walnut, hickories, hackberry, maples, and ash.

--M O R E--

Survey Shows Weakness - 2

The total volume of growing timber in the state large enough for saw logs was estimated as 2,416,800,000 board feet. Branchwood and trees too small for lumber make up an additional 12,790,000 cords. A large part of the saw timber is of low quality, because in the past the best trees were cut and the inferior ones left to occupy the land.

The rate of growth was measured in the native timber so as to predict future yields. The total annual growth for the 1,073,000 acres was estimated to be 94,757,000 board feet of lumber. This is an average of 88 board feet per acre. Most of the native woodlands are capable of producing much higher yield than this under proper management.

In 1935, woodlands produced 23,340,000 board feet of lumber, 995,000 cords of fuel wood, and 5,300,000 fence posts. The estimated value of these products is approximately \$4,600,000. On the average, Kansas consumes 381,000,000 board feet of lumber annually. Only 6 per cent of this amount is produced at home. The domestic timber is capable of filling the requirements for fence posts and fuel wood in the state.

Hedge rows of Osage orange make up a large part of the planted timber. The state has 39,400 miles of Osage orange hedge.

According to L. F. Smith, Kansas State College extension forester at Manhattan, approximately two-thirds of the farms do not have adequate windbreaks to protect the buildings.

In general, landowners do not properly manage woodlands, Smith states. They are generally mistreated or handled as waste lands. Approximately 68 per cent of the woodlands are exposed to serious injury by grazing animals.

--30--

M a n u s c r i p t s f o r t h e P r i n t e r

Printers, the same as radio announcers and editors, prefer receiving manuscripts that are prepared according to certain standardized forms, and below are a few suggestions for the preparation of these manuscripts:

1. Type the original copy of the manuscript on heavy-weight bond, and make one carbon on yellow copy paper.
2. Use the same tense throughout the manuscript.
3. Allow no strikeovers or bad erasures to appear in the manuscript.
4. Indicate words and expressions that are to be set in bold face type by underlines under the words and expressions.
5. Indicate words and expressions that are to be set in italics by waved lines.
6. Type main heads in capitals, and underline.
7. Type sideheads in both upper and lower case letters, and underline.
8. On the cover page of the publication, give credit to the Kansas State College of Agriculture and Applied Science, Extension Service, Manhattan, Kansas, and include the title, number, and date of the publication.
9. Include a table of contents or an index at the beginning of each manuscript, but do not indicate the page numbers. The page numbers are filled in at the time the page proof is prepared.
10. On the first page of the manuscript, one inch from the top and in the center of the page, type the title of the manuscript in all capitals, underlining it.
11. If the title consists of two lines, double space between the lines and center the second line under the first.
12. Two spaces below the title, type the name of the author. Include a footnote identifying the author.
13. Begin typing the manuscript three spaces below the line on which the author's name is typed.
14. Double space all manuscripts, indent paragraphs five spaces, and allow a one-inch margin on each side of the page.
15. Capitalize and punctuate according to the rules outlined in the forepart of the Style Book.
16. Give a title to each table, and type the title on the first line of the table heading.

17. Indicate the inclusive dates of all statistical material.
18. Insert illustrations together with figure numbers and captions in such a position as will identify them with the section or paragraph to which they refer.
19. On the second and subsequent pages of the manuscript, and in the upper left-hand corner of the page, write the title of the publication, followed by a space, a hyphen, a space, and the page number. Begin typing three spaces below the title of the publication.
20. If the printed publication is to be mailed under the Director's frank, type the cooperative agreement, "Cooperative Extension Work in Agriculture and Home Economics, Kansas State College of Agriculture and Applied Science, and United States Department of Agriculture, Acts of May 8 and June 30, 1914, H. Umberger, Director," on the last page of the manuscript.
21. Pages 56 to 60 illustrate the correct form for preparing manuscripts for the printer.



EXTENSION BULLETIN 63, REVISED

May, 1938

WIRING THE FARMSTEAD

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE
EXTENSION SERVICE, MANHATTAN, KANSAS

WIRING THE FARMSTEAD

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WIRING THE FARMSTEAD

By F. C. Fenton¹ and H. E. Stover²

The Wiring Problem. The first problem that presents itself to the potential new user of electricity is the wiring of the home and other farm buildings. The wiring of these buildings should be done adequately so that the user can enjoy to the fullest the benefits which electricity can supply. This bulletin is prepared to help farm people plan the wiring of their farm buildings and secure an adequate, safe, and economical wiring job, so that the greatest satisfaction may be realized in the use of electricity on their farms.

Planning for the Future. It is extremely important that farm wiring be installed with a view to the future as well as to the immediate requirements. Even though only a few appliances or small motors may be operated when electric service is first secured, the service wiring, the entrance switch, the distribution boxes, and the main circuits should be large enough so that the wiring will have sufficient capacity to operate additional appliances and motors when they are desired.

Inadequate wiring often deprives the farmer of the maximum usefulness of electric service. When the addition of a new appliance requires expensive changes in the wiring, the purchase of the new equipment may be indefinitely postponed. - In other cases, attempts will be made to use appliances or motors on circuits with wiring that is too small. Under such conditions, motors will not carry their rated loads, heating appliances will be "slow," or serious damage to some part of the wiring may result.

1. Professor, Department of Agricultural Engineering, Kansas State College.

2. Extension Agricultural Engineer, Kansas State College.

The first issue of this bulletin was prepared by Roy Bainer and H. S. Hinrichs, former agricultural engineers, Kansas Engineering Experiment Station.

The extra cost of materials for such adequate wiring over the cost of a smaller installation will represent only a small per cent of the total cost of a wiring job. On the other hand, if wiring devices that are too small must later be replaced with larger units, such changes will cost as much as, if not more than, the fittings of ample size would have cost at the time of the original installation.

If it should be necessary to limit the cost of the original installation, this can be done to better advantage by omitting certain circuits not immediately required than by skimping on the main wiring system.

Farm Wiring Differs From City Wiring. Farm wiring involves important differences from that required for urban residences or industries. In one sense it is a combination of the two, yet it differs from both in some respects. The use of electric power on the farmstead covers a wide range as to size of units required, location of operations, and periods during which electricity is used for different work.

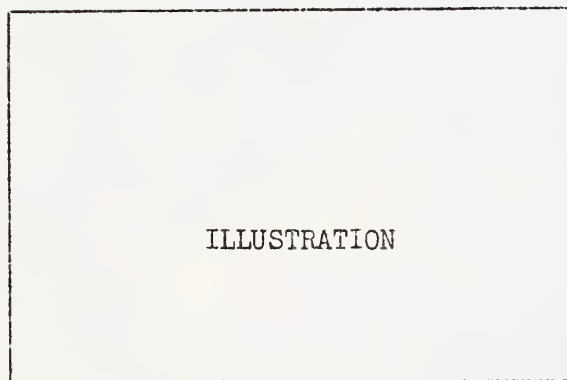


Fig. 2 -----

FARMSTEAD USES FOR ELECTRICITY		
For the Farm Home	Wattage Capacity	Average kw. hrs. used per month
Burglar Alarm	10-60*
Casserole	100-425*
Chafing Dish	160-600*
Churn	100-500*
Clock	1-103/4-7
Coffee Maker	450-750*
Corn Popper	450-660*
Curling Iron	12-40*
Dish Washer	400-5002 1/4
Egg Poacher	350-600*
Electric Razor	6-15Under 1

*Figures not available, since uses are quite variable.

Cooperative Extension Work in Agriculture and Home Economics
 Kansas State College of Agriculture and Applied Science and
 United States Department of Agriculture
 Acts of May 8 and June 30, 1914

H. UMBERGER, Director

Manuscripts for General Talks

Editors appreciate receiving manuscripts of talks in advance of the time the talks are given, the prepared so as to enable them to readily extract the "high lights." These thoughts and the illustration on pages 62 and 63 will aid in so preparing the manuscripts:

1. Prepare several extra copies of the manuscript so they may be available to newspaper representatives covering the meeting at which the talk is being given. Preferably, supply these to the newspaper representatives in advance of the time the speaker appears on the program. Promptly and courteously fill their requests.
2. Permit no strikeovers or bad erasures to appear in the manuscript.
3. Beginning one inch from the top of the first page, center the title of the talk, writing it in all capitals and underlining it. If the title requires a second line, double space between the lines and indent the second line three spaces.
4. Two spaces below the title, write a statement identifying the talk, using the form in the manuscript on pages 62 and 63, single spacing between lines.
5. A single space below the identifying statement, use a double underline from the left-hand margin to a point only two-thirds the way across the page.
6. Begin typing the manuscript one-fourth the way down the page.
7. Double space the manuscript, indent paragraphs five spaces, and leave a one-inch margin on each side of the page.
8. For the most part, use short and concise sentences. The average listener does not grasp long, involved sentences.
9. Do not break a paragraph at the bottom of the page. If necessary, single space the last few lines of the last paragraph on the page.
10. When the manuscript consists of more than one page, write the word "more" in the center and two spaces below the last writing line of each page (except the last page), in all capitals, with spaces between the letters and a dash before and after the word.
11. In the upper left-hand corner of the second and subsequent pages of the manuscript, repeat the title of the talk, following it by a space, hyphen, space, and the page number. Begin typing three spaces below the title of the talk.
12. Indicate the close of the manuscript by writing "all" in the center and two spaces below the last writing line, in all capitals, with spaces between the letters, and a dash before and after the word.

EARLY HISTORY OF EXTENSION SERVICE

Talk by H. Umberger, Dean, Division of Extension, Kansas State College, Manhattan, to be presented at Extension Luncheon Association, Kansas State College, Manhattan, Saturday, October 1, 1938, 1:00 p.m.

Previous to the employment of Mr. J. H. Miller on October 10, 1905, all work with Farmers' Institutes had been in general charge of a committee composed of members selected from the general faculty. The chairman of this committee conducted correspondence with representatives of localities which wanted a Farmers' Institute. Dr. Willard was chairman of that committee at the time Mr. Miller was employed, although the first mention to be made of a college Extension was in the catalogue of 1909-1910.

Farmers' Institutes at Kansas State College were organized as early as 1868. This Extension work was supervised by a college committee which arranged for 8 to 10 institutes each year.

The committee considered requests from the field and submitted them to the faculty. The faculty then passed on these requests, and if they were approved, the committee proceeded to make plans for such an institute.

Dr. Willard, College Historian, stated that J. H. Miller "created the job for himself." Miller was employed as field secretary and organizer of the Farmers' Institute, and in the beginning worked with the committee on Farmers' Institutes but gradually took over the work of the committee.

Mr. Miller began his service October 10, 1905, the title of his position being Field Secretary and Organizer of Farm Institutes. He was directly responsible to the president. On January 25, 1906, he was made press agent for the college and continued as secretary of the committee. On July 17, 1906, he became superintendent of the Farmers' Institute.

--M O R E--

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On page 25 of the college catalogue 1906-1907, it was reported that Farmers' Institutes had been organized in nearly every county of the state.

From one to three members of the college faculty gave the lectures and led the discussions in these meetings with Kansas farmers and their families. Two years later (1908-1909) the college catalogue contained the general purpose of the Extension program. This purpose was stated as the desire to carry instruction to the Kansas people who were unable to assemble in college halls.

The College created a department of Farmers' Institute and Agricultural Extension in July, 1909. J. H. Miller was selected as head of this newly organized college group. The department had a staff of several assistants who gave their full time to Institute and Extension work. In addition to this Extension staff, a number of the resident teaching staff were available for lectures and demonstrations.

The early work of the department, in addition to the Institute program, was devoted to the organization of club work with boys and girls; the running of corn, dairy, and poultry trains; and the publishing of agricultural bulletins.

The department of Extension was made a division on October 29 and 30, 1912, at which time Mr. J. H. Miller became Dean of the Division of Extension. Dean Miller resigned August 31, 1915.

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GENERAL HINTS FOR THE OFFICE

The Value of Confidence

The business or professional man employs his secretary as his confidant-- someone upon whom he can depend to conceal within herself the inner "workings" and inner "happenings" of the business or professional organization that employs her; thus, the most important prerequisite of the secretary is her ability to refrain from discussing the organization, as well as the transactions of the organization, with which she is employed, and to gracefully refer questions pertaining thereto to the official staff members of the organization.

The office assistant who is informed about and who is able to converse about subjects of general public interest is to be complimented.

Receiving Visitors

The average individual thoroughly enjoys being met by a gracious, friendly, office assistant, and he is quite likely to notice particularly one of fine, erect stature who is neatly and properly clothed for the office.

In the case of more than one girl in the office, someone in particular is usually designated to receive visitors. If you are designated to receive visitors, avoid embarrassment to the visitor by instantly arising from your chair when he enters the office and indicating that you are the one who will serve him. Figure 1, page 65, illustrates the office assistant receiving a visitor.

Too often a visitor leaves an office after receiving the mere statement, "No, he isn't in." Advise him that your employer is not in, but at the same time endeavor to supply the visitor with such information as he may wish, or refer him to someone who can assist him. It is, of course, undesirable to inform the visitor that your employer has not yet arrived at the office, because that may create a wrong impression; for instance, let us presume that it is 10:30 a.m. and you advise someone that your employer has not come to the office. Perhaps the employer went directly from his home to a conference which began promptly at 8:00 a.m., or, perhaps, he had been on a field trip and did not return to his headquarters until 3:00 or 4:00 a.m. These things are not taken into consideration by one unfamiliar with the duties of your employer, and the visitor will unjustly form an undesirable opinion of that employer's service to his organization.

A visitor deserves the courtesy of being announced in case the party whom he wishes to see is in the office. Many times, however, it is possible to supply a visitor with such information as he may wish, from another source, thus saving the time of both the visitor and the employer. Do not allow the visitor to stand while waiting.

Frequently, a personal friend of the employer will call, and his visit may be either personal or business visit. Learn to distinguish clearly between the personal friends and others, and receive them accordingly.

DEPARTMENT OF CHEMISTRY

REPORT ON THE RESEARCH WORK OF THE DEPARTMENT OF CHEMISTRY FOR THE YEAR 1921

Presented to the Faculty of the University of Chicago

CONTENTS

Introduction

Physical Chemistry

Organic Chemistry

Inorganic Chemistry

Summary

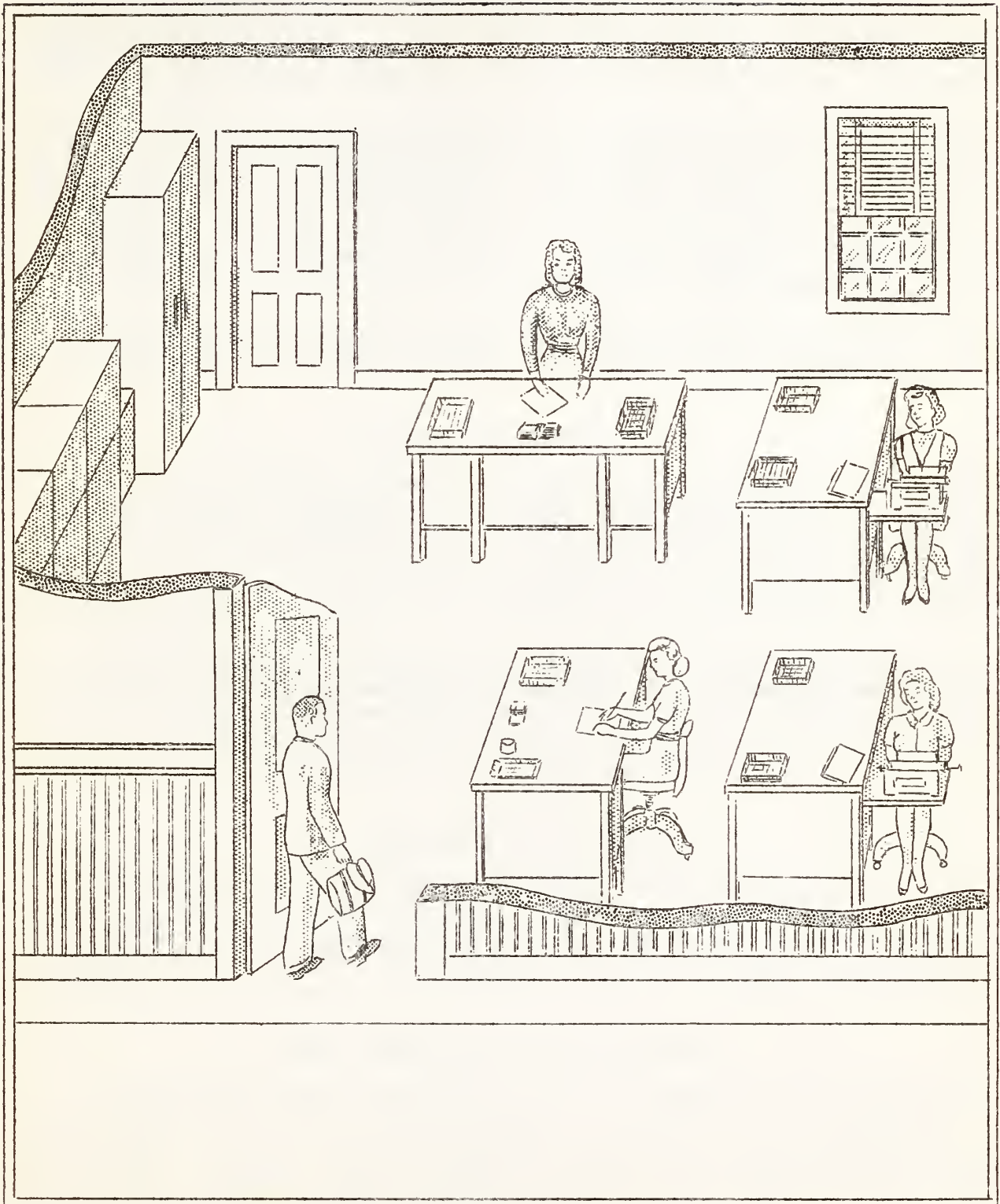


Figure 1

The Telephone

Frequently, those who answer the telephone are inclined to subdue their voices, or to shout. While a strong, clear, and distinct voice is necessary in answering the telephone, it is generally conceded that a natural tone of voice will in most instances convey the telephone message. There may be times, in talking over long distance or when a phone is not in proper working order, when it is necessary to raise the voice, but usually this is unnecessary.

The handling of a telephone message will create a permanent impression of the office. If the telephone message is not properly handled, the impression will be an adverse and undesirable one. Answer the telephone immediately; do not allow it to ring the second or third time before answering. When answering the telephone, give undivided attention to that. It is highly important to secure the name of the party calling. It is equally important that you be alert and endeavor to furnish promptly any information that should and can be given.

Aside from these, follow the same principles in the handling of a telephone call as are used in receiving visitors. In effect, they are identical.

Appointments

The office assistant maintains a schedule of appointments for her employer. Inform the employer in adequate time to meet these appointments, and if he needs file material for a conference, make it available to him before he enters into the conference so that he may review it. Should he be unable to meet an appointment for which he has arranged, give advance notice to the party who arranged for the appointment.

So familiarize yourself with the procedure and routine of the office and of the business that you can assemble such material as your employer may need for a conference or for a field meeting of any nature with little if any aid from him. In case considerable material is assembled, it is well to attach a list of such material and arrange the material to coincide with the list.

Being on Time

Punctuality is most essential to success. It is highly desirable that office assistants be in the office and ready to go to work at the proper hour. If an office is to be opened at 8:00 a.m., be ready to begin work at 8:00 a.m. Likewise, if an office is to be opened at 1:00 p.m., be ready to begin work at 1:00 p.m.

The Employer's Desk

The office assistant is responsible for the appearance of her employer's desk. Arrange the material on his desk so as to give it a neat appearance, turn his calendar pad, see that all appointments for the day are listed thereon, that the inkwell is filled, that blotters are fresh, and that clips and other supplies are at hand. Before leaving the office in the evening, remove from his desk such material as has been handled during the day.

O p e n i n g M a i l

Give prompt attention to the opening of mail. As soon as mail is received in the office, sort it. Mail which is addressed to any one in the office without his official title is considered as personal mail until found to be otherwise, and shall not be opened by the office assistant. If mail is addressed to John Smith, for instance, regard that as personal mail until Mr. Smith finds it to be otherwise. If the mail is addressed to John Smith, County Agricultural Agent, the office assistant has every reason to believe that it is official office mail, and unless she has learned from past experience that mail from this particular source has been personal, she is justified in opening it.

Upon opening the mail, clip enclosures to the correspondence to which they belong. Stamp mail "Received" with the dater. Rubber date stamps are relatively inexpensive, considering their period of service. Quite frequently letters may have been dictated and transcribed on a certain date, but may not have been mailed until several days later, which would necessitate their reaching the addressee considerably later than the date of the letter would indicate should have been the case. Stamping mail when it is received might very frequently avoid criticism of the addressee for failure to reply promptly.

Read incoming mail, and if a letter replies to previous correspondence, attach such correspondence before placing the mail on the employer's desk. If a letter requests information which is in the files, or which may be secured from some other source, assemble such material and attach it to the letter before placing it on the employer's desk.

Place correspondence which needs immediate attention on the desk so as to come to the immediate attention of the employer. (Occasionally, it might be desirable to direct his particular attention to some piece of especially important correspondence when placing the mail on his desk.) Under the most important correspondence, place such correspondence as is next of importance; then circular material, newspapers, magazines, and the like.

T e l e g r a m s

Bring telegrams to the immediate attention of the employer and answer them promptly. Mail the confirmation of a telegram the day the telegram is sent.

A n s w e r i n g C o r r e s p o n d e n c e

Handle correspondence without delay, and if possible answer the correspondence the day it is received. Frequently, however, circumstances make it impossible to do so, and in that event, make the unanswered correspondence of today the first to receive attention tomorrow. Immediately upon completion of transcripts of dictation, place them on the employer's desk.

Unless it is dictated very late in the evening, transcribe correspondence the day it is dictated, and place it in the mails on the same day.

Mail nothing from an office without retaining a copy. Make a carbon copy of every letter that is written, and in the case of answering questionnaires for which blanks are submitted, retain a copy in the files. These copies are quite essential. A questionnaire may at some time or other involve criticism of the one who signed it. If a copy of that questionnaire is in the files, the signer may be able to protect himself.

H a n d l i n g t h e N o t e b o o k

Before taking dictation, see that the pencils are well sharpened and that the notebook page is dated. Usually the stenographer finds very little space on the dictator's desk for her own use. As a matter of fact, she needs very little space.

When taking dictation, sit squarely in front of the desk, the right arm (or in the case of a left-handed person, the left arm) resting on the desk on the muscle just in front of the elbow with the elbow extending over the edge of the desk, and with the weight of the body thrown to the left side (or in case of a left-handed person, to the right side). This will allow the arm to relax, which will give it freedom of movement, unless the writer grips the pencil or pen. Relax the fingers as you do the arm. Hold the pen or pencil mainly with the thumb and forefinger, resting the pen or pencil at the side of the middle finger and just below the first joint, and without gripping.

Place the notebook in line with the position of the arm with which you are writing. Do not shift the notebook as the end of the page is neared. Instead of this, shift the sheet on which you are writing. This is less cumbersome and will enable you to take notes with much more ease and speed. It will also avoid interference with material which may be on the dictator's desk. After the first few lines of writing, it is well to begin moving the sheet forward, and to continue to do so with every two or three lines of writing, placing the thumb and finger in such a position as to avoid interference with either the flat surface that must be maintained or the pen or pencil point. Figure 2, page 69, illustrates the correct position for taking dictation.

Indicate the close of each letter or article dictated by leaving a blank line and writing a symbol of some sort between the close of one letter or article and the beginning of the next.

After notes have been transcribed, cancel them on the notebook, preferably by a perpendicular line. Rubber band transcribed pages of the notebook to the cover, so as to have the notebook ready for instant use. The narrower the column, the less motion necessary in writing, thus allowing for more speed and ease; therefore, it is suggested that you use notebooks with perpendicular lines. It is somewhat difficult to purchase the $4 \frac{3}{4}$ -inch notebooks with the perpendicular lines; however, if they are not available, little time will be consumed in ruling such lines. This will also aid in transcribing, due to the fact that less shifting of the eye will be necessary.

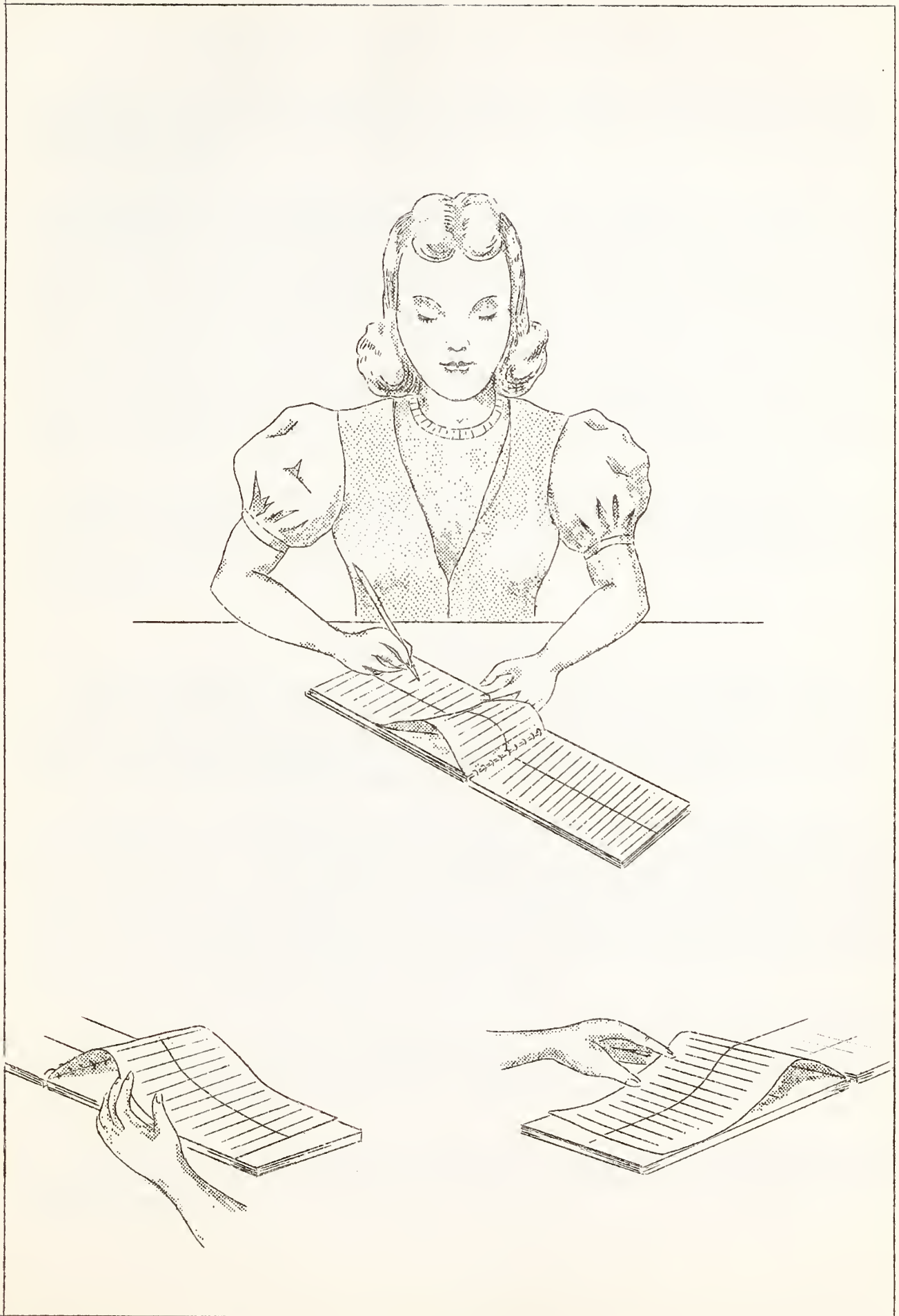


Figure 2
- 69 -

I n t e r r u p t i n g t h e D i c t a t o r

Do not interrupt the dictator. So doing may cause the dictator to lose the entire trend of a paragraph, or of a very important thought which he may have in mind. This is particularly true in the case of long, involved sentences and paragraphs.

Usually the stenographer interrupts the dictator because of a lack of thorough knowledge of her stenographic principles, thus making it necessary for her to concentrate on her notes rather than on the thought which the dictator is setting forth. The qualified stenographer has the shorthand principles so well in mind that she can write almost automatically, and instead of concentrating on her notes, she can concentrate on the matter being dictated. This is highly important, because very frequently a dictator will wish to refer to a paragraph which has previously been dictated. If the stenographer has her shorthand so well in mind that her concentration may be centered on the matter that is being dictated, she will have in mind the point at which certain paragraphs or certain statements are dictated. Unless she is able to keep in mind the trend of the dictation, she will be unable to locate readily any statement which may be desired.

Instead of expecting an employer to be patient with his stenographer, and to change his attitude, the stenographer must be impatient with herself at her inability, and therefore she must put forth every effort through every means possible to improve her ability. The fault lies with the stenographer--not with the employer.

T r a n s c r i p t s

Consider the first transcript of the notes final. Do not waste time in writing a letter twice. Be able to read your notes, and if you can do that and can spell and punctuate, you are able to make your first transcript in final form. If you cannot do this, seek instruction from an educational source to assist you in overcoming this handicap.

Frequently, a dictator will give little thought to the language which he is using because of the limited time he has available to devote to the handling of his correspondence. The "finished" secretary reconstructs this letter so that it expresses clearly the dictator's idea in a dignified and pleasing way. The secretary bears in mind, however, that she reconstructs the letter in such a way that it still remains the dictator's letter; in other words, the reader, particularly if he is an acquaintance of the dictator, should be unconscious of the fact that the dictator has not constructed the letter.

Too much stress cannot be placed on correct punctuation, correct spelling, and the correct use of words in transcripts. Incorrect use of the articles "a", "an", or "the" may convey an entirely different meaning from that which was intended to be conveyed; therefore, it is important that the correct article be used in the proper place.

Strikeovers and bad erasures on either the original or carbon copies reflect carelessness, and no secretary should submit to the dictator a transcript that contains either.

Spelling and the Proper Use of Words

Never place a letter on your employer's desk until you are sure that all words are spelled correctly, and that the letter contains no misused words and no typographical errors. Being a good speller is essential to being a capable stenographer; however, there are instances in which the best speller of necessity consults a dictionary. When consulting the dictionary about a word, master the spelling of that word at that time, and thoroughly fix it in your mind, so as to avoid repeatedly reassuring yourself.

Frequently, a stenographer is uncertain about the spelling of a word and endeavors to shift the responsibility to her employer, because she herself does not wish to take the time to consult the dictionary. No employer appreciates this, and no employer has time to correct spelling. He employs his stenographer for this purpose.

Frequently, the dictator uses a word unfamiliar to the stenographer and, naturally, she will have difficulty in the transcript. Always consult a dictionary in connection with such a word, and be very sure that in your transcript you use the proper word to convey the proper idea. Too often, a stenographer, instead of making a thorough canvass of the dictionary to secure the proper word, will transcribe her notes with a word that sounds somewhat similar to the one dictated, but which conveys an entirely different meaning, perhaps not even fitting into the dictation and into the construction of the sentence. When such a transcript reaches the dictator, it is almost impossible for him to recall the exact thought which he had intended to convey, and he justifiably becomes exceedingly vexed. This is a most objectionable trait of a stenographer. Do not allow yourself to make such an error, because there may come a time when the dictator will not carefully scrutinize the transcript, allowing the word to pass, and the error may result in serious criticism because of the thought conveyed in the sentence.

The use of correct articles and prepositions is important. Write these accurately in taking the dictation. The use of "a" instead of "the" often weakens a statement materially. The use of "with" instead of "without" in the writing of specifications may cost a contractor thousands of dollars.

Follow-up Material

Place such correspondence as requires an answer, as well as other material to which attention is to be given at a later date, in a follow-up file until such time as a reply is received. Exercise caution, however, to see that such correspondence does not remain in the follow-up file indefinitely without receiving attention. If a reply to a letter has not been received at the expiration of ten days at the most, write a follow-up letter. As soon as the correspondence is closed, place it in the permanent file for ready reference.

Preparation of Material for Filing

Pins and clips are undesirable in the files; they are bulky, and pins particularly are hazardous. Assemble related file material in a neat manner and staple it, always placing correspondence of the most recent date on top.

M a k i n g C o r r e c t i o n s

Corrections on typewritten copy are not objectionable if they are neatly made. Make erasures complete; otherwise, the corrections will be too noticeable. Eraser guides, which are usually furnished by all typewriter companies, are very satisfactory for making erasures if properly used.

It is unnecessary to soil greatly the fingers or sheets in making corrections on carbon copy if the inserts and the carbon are properly handled. Instead of placing the insert (preferably a plain white cardboard) back of the carbon, place it back of the page on which you are making the erasure. If this is placed back of the carbon, the carbon will rub on the card, and that will then soil the next page under which it is used. In addition, it will affect the surface of the carbon.

Shift the carriage to the side of the machine when making a correction so as to avoid implanting considerable eraser grit in the machine. Eraser grit in the machine will eventually gum with the oil, and this usually makes frequent cleaning of machines necessary.

Strikeovers are inexcusable, and no copy should ever be submitted with a strikeover. Erasures can be so easily and satisfactorily made that there can be no logical reason for permitting a strikeover.

K e e p i n g O c c u p i e d

Keep occupied with office matters from the time you reach the office until you leave. Do not direct your attention to personal affairs or outside interests until after the office day is completed. In the present-day office, there is a great need for record keeping and for assembling statistical material, as well as filing, caring for the machines, and many other details. These are details with which one can occupy herself at times when the employer is out of the office or is otherwise busy.

Idleness creates a bad impression on the public, and quite frequently results in severe criticism of expenditures of public funds. An employer cannot feel the necessity for paying for the services of a full-time stenographer when the office work does not demand it.

C o m p l e t i n g t h e D a y ' s W o r k

Usually an office maintains stipulated office hours, which in most cases are 8:00 a.m. to 12:00 n. and 1:00 p.m. to 5:00 p.m. For the most part, the day's work will be completed by that time; however, frequently occasions arise when interruptions and conferences during the day have made it impossible for the employer to give attention to the correspondence and other details of the office within stipulated office hours. In such case, an office assistant remains at the office at least until such time as she learns from her employer whether he wishes to handle any of the office details before leaving.

As a matter of fact, the first assistant remains in the office until her employer leaves, so as to accomplish the needs of the office, rather than to "quit by the clock." Before leaving the office, call to the employer's attention the office matters to be handled the following day.

Tabulating

Tabulating is a problem of most stenographers. Set the tabular form complete on an experimental sheet and prove that all columns are properly spaced before inserting the paper for the final copy.

Whether a table shall be centered on the page, or whether it shall be shifted to the right hand side with a wide margin on the left side, will depend upon whether the material is to be bound; and if bound, whether it is to be bound on the left side of the page or at the top of the page. Frequently tables will not be bound at all. Your judgment must guide you in this respect. In any event, properly balance tables on the page, just as you balance letters.

The first step in preparing a table is to write the general heading for the table. Write the heading in all capitals and center it. Then use the double underliner across the sheet directly under the general heading. Better results will be secured if tabular forms are set from the right instead of from the left side of the page. Whether or not it will be necessary to crowd columns depends upon the material to be tabulated. The width of the column is determined by the part of the column requiring the most space. This may be in the column heading, or it may be in the figures in the tabular columns.

Presuming that we are setting up a tabular form which must of necessity be crowded to place it on the size sheet being used, line space one space below the underline, and at the extreme right of the page type a colon. Space back one space to the point of the colon; then space back as many spaces as are necessary to arrive at the width of the first column, plus one space to allow for a colon, which will be used as the dividing line. For instance, the greatest number of spaces for this column is represented by the figure "\$986732.01" Here we have eight figures, a decimal point, and a dollar sign, making a total of ten spaces. Back space ten spaces, plus one more backspace to arrive at the point of the colon. Insert the colon; back space one to the point of the colon. Then proceed with the next column on the page, following the same method, and so on until all columns of the tabulation have been provided for.

All columns having been provided for, write the column headings, and on the last writing line of the headings, use the underline. Insert colons in the proper places on all writing lines in the column headings. On the line below the last underline in the column headings, type the colons at such points as they are necessary. Line space one; then as you return the carriage, type the colons for the next line and begin your tabular copy on the line just completed. This will leave a line space between the column heading and the first line of the tabular copy. Type the dollar signs in the columns in which they are to be used, and set the tabulator stops at a basic point in each column; for instance, if for the most part there will be four figures in the columns, set the stops for the fourth figure from the right in all columns, then type the figures for the first line. If more or fewer figures are to be written, either back space or space forward from the point of the tabulator stop, as necessity may demand. Do not underline each line of tabular copy. If tables require more than one page, repeat the headings on the subsequent pages.

You will economize on time if, after completing a line of tabular work, you will type the colons for the next line as you return the carriage. This will avoid an extra motion, and in completing a long tabular form will save a great deal of time. Frequently stenographers err when, instead of using the colon for dividing lines of tabular columns, they leave a space and after completing a table endeavor to turn the paper and insert perpendicular lines between columns with the underline. In typewritten copy, the colons as columnar dividing lines make a much more effective sheet than the underline makes.

If figures in certain columns can be totaled, indicate the totals; otherwise, the table is incomplete. Use the underline on the last writing line of the table; space one line space and insert colons as you return the carriage. Space another line space and insert colons; then write "Totals" at the left of the left hand column, insert the proper figures in the proper columns, and close the table with the double underline. Frequently, of course, tabular forms are not intended to be totaled, and if so, close the form with only a single underline.

Make the double underline by first using the single underline in its proper position, then releasing the variable line spacer and line spacing to the lowest point of the underline just completed. This will give you approximately the proper spacing for the double underline.

If totals are to be forwarded to another page, or if the tabular form constitutes several pages and the final page is to be totaled, carry forward totals of continuation pages to subsequent pages. Instead of writing "Totals" in the column at the bottom of the various pages, write "Totals forwarded," and indicate the figures in the proper columns; also, when beginning the copying of the next page of the report, write "Totals forwarded" on the first writing line and insert the figures shown at the bottom of the preceding page. At the close of the table, the column totals should be indicated by writing "Totals."

Reading from Typewritten Copy

Reading from typewritten and transparent copy may be facilitated by placing a blank sheet of either twenty-pound bond or yellow copy paper underneath the page. This will clarify the copy from which you are reading.

Reading from Tabular Copy

Most tabular copy involves figures that must be accurately read and definitely attached to the topic or item to which they belong.

To guard against possible error in reading such copy, it is desirable to follow the reading line with a beveled brass-edged ruler, laying the flat side of the ruler on the paper. In doing this, the brass edge definitely controls the reading line and the bevel affords the slope that makes the reading line definitely visible.

Paper Stocks

Various grades of paper stock for various purposes are available on the market, and those paper stocks designed for certain purposes should be used for the purposes for which they are designated.

Onionskin paper and thirteen-pound bond are used almost entirely for manifold work. The thirteen-pound bond is satisfactory for as many as five copies, but beyond that, onionskin paper should be used. Onionskin paper may be had in various weights, and the seven-pound paper, because of its lighter weight, is probably more satisfactory for manifold work than is the eight- or ten-pound paper. In practically all cases where a ten-pound paper is satisfactory, equal results may be secured with thirteen-pound bond, which is much easier handled as bond paper has more body than has onionskin paper.

Letterheads are desirably printed on twenty-pound bond, which is a heavy grade of paper with good finish and good body; and because letterheads are printed on twenty-pound bond paper, it is desirable also to use twenty-pound bond paper of the same make for the second page of a two-page letter. Twenty-pound bond papers of various makes vary as much as sixteen-pound and twenty-pound papers of one make vary. A good grade of bond paper is watermarked and may be duplicated by buying a paper of the same watermark.

What is commonly known as yellow copy paper is most satisfactory for file carbons. Yellow copy paper may be had in either a bond grade or an onionskin grade, but the bond grade is preferable because it handles much more satisfactorily in the files. Onionskin paper is not easily handled in the files. Yellow copy paper (bond) is inexpensive and may be purchased in ream lots just as other grades of paper.

Mimeograph paper is available in innumerable grades; however, it is unnecessary to purchase expensive mimeograph paper, provided a paper with a hard finish is selected. It is also desirable to select a paper that has considerable absorbent quality even though it may have a hard finish, thus avoiding the necessity of slip-sheeting, or blotting, except in the case of illustrated stencils.

If material is being mimeographed on only one side of the sheet, the sixteen-pound mimeograph paper is very satisfactory; but if material is being mimeographed on both sides of the sheet, it is necessary to use twenty-pound paper to obtain satisfactory results.

Considerable money can be saved on mimeographed material by using twenty-pound paper and mimeographing on both sides. The relative difference in price of the sixteen-pound paper and the twenty-pound paper is usually about ten to twelve cents a ream. Doubtless, in many instances where sixteen-pound paper is being used and eight or ten sheets are being mimeographed, the twenty-pound paper could as well be used in mimeographing the copy on both sides of the sheet, thus necessitating only four to five sheets. As a matter of interest, let us assume that we are mimeographing one thousand copies of a two-page circular and the sixteen-pound paper costs forty cents a ream, while the twenty-pound paper costs fifty-two cents a ream. Of the sixteen-pound paper, one thousand copies would require four reams, the total cost of which would be \$1.60. Of the twenty-pound paper, one thousand copies would require two reams, the total cost of which would be \$1.04, resulting in a difference of fifty-six cents on this one piece of mimeograph work.

Carbon paper is available in various grades and weights, and particularly in this day with the noiseless and the standard typewriters on the market, it is highly important to give considerable thought to the carbon which is being purchased. If a standard typewriter is being used, specify carbon for a standard machine, and if a noiseless typewriter is being used, specify carbon for a noiseless machine.

Standard weight carbon, or what is commonly known as seven- or eight-pound carbon, is desirable for making two or three copies or, generally speaking, it is desirable for correspondence writing. For manifold work consisting of more than four copies, it is desirable to use a four-pound carbon.

H a n d l i n g C a r b o n

Carbon paper should be carefully preserved and should not be subjected to extreme changes of temperature. Wrinkling must be avoided if neat and legible carbon copies are to be had. Discard a sheet of carbon that has become wrinkled, since every wrinkle in the carbon paper will reproduce itself on the carbon copy. Much wrinkling can be avoided if carbon paper is placed in the box after using rather than being placed in the trays of the desk. Do not rub carbon, as that removes the finish.

To remove eraser grit from carbon, brush it lightly with the brush of the typewriter eraser. If erasures have been made on a copy, it is desirable to carefully check each sheet of carbon paper before it is used another time to see that the eraser grit is removed.

When considerable carbon is being used, such as is the case in manifold work, it is desirable to wipe the finger tips after placing the carbon sheets because, even with careful handling, there will be a likelihood of soiling the fingers. Less soiling of the fingers will result if carbon is handled from the corners of the sheets.

R u l i n g w i t h P e n a n d I n k

Usually considerable difficulty is experienced in avoiding blurring when ruling with pen and ink, and usually this is due to the fact that the flat side of the ruler is laid on the page, thus allowing the inked point of the pen to stroke directly against the edge of the ruler. When this is done, it is almost impossible to lift the ruler without spreading the ink and blurring the copy.

Nothing but a beveled brass-edged ruler and a fine pen point can be satisfactorily used for ruling with pen and ink. Lay the ruler on the paper, face down, which allows the brass edge to stand approximately one-eighth inch above the paper. Following these instructions and observing figure 3, page 77, will make it possible to rule a double line without changing the position of the ruler.

For the single line, rest the pen squarely against the brass edge of the ruler, holding the arm free and above the desk; and in ruling, instead of moving the pen forward with the wrist movement, move it forward from left to right with the full arm movement, which will retain the pen in its natural position the entire length of the rule. (In case of an extremely long line, it may be necessary to allow the body to carry forward with the arm if correct position of the pen point is to be retained.)

To rule a double line, do not change the position of the ruler after ruling the first line. Start at the left-hand edge of the page as you did for the first line, but let the pen point drop back about one-thirty-second of an inch and carry the pen across the page just as you did when ruling the first line, or the single line.

It is desirable to freshly ink the pen at the beginning of each line of ruling, which will be most likely to assure uniform depth of inking.



Figure 3

Office Equipment

Even in this day when "fire" files are so popular, many people are under the impression that any file constructed of steel is fireproof. Regular steel files are not fireproof. They do resist moisture and are better protection to file material than are wood files, but they are not fireproof. The ordinary steel file is built of a single sheet of steel and contains no insulation whatever.

The cross section of a "fire" file is illustrated in figure 4, page 79, and in this illustration you will note the mesh insulation which could not possibly be a part of the ordinary steel file.

Various types of typists' desks are available on the market. Figure 5, page 80, illustrates what is termed a "bookkeepers' desk" with the typewriter pedestal on one side and drawers on the other side. This desk is much more comfortable from the standpoint of the user because he has full knee space. It also provides for available table space without constantly having to close in the typewriter. The cost of the desk is little, if any more, than the cost of the desk illustrated in figure 6, page 80, and is much more satisfactory from all standpoints.

Figure 6, page 80, illustrates what is termed "the double pedestal typewriter cabinet with center drop." This desk is uncomfortable for use when the typewriter cabinet is closed because the floor of the cabinet slopes from the upper front edge of the desk to the rest at the bottom of the desk, thus leaving no available knee space for the user. Neither does this desk provide table space unless the typewriter is closed in.

Proper chairs are as essential to the secretary as all the other essentialities mentioned throughout the Style Book. Figure 7, page 81, illustrates a most satisfactory type of chair. The seat and back of this chair may be raised, lowered, and tilted to fit the secretary's body.

The chair illustrated in figure 8, page 81, may have all the advantages of the one illustrated in figure 7, page 81, but it has the objectionable feature of short arms.

The stool illustrated in figure 9, page 81, is one that will be found desirable for use with the mimeograph.

The stool illustrated in figure 10, page 81, is a file stool and is advantageous for filing in the lower drawers of files.

P o s t u r e

Good posture is important if you are to avoid excessive fatigue and weariness at the close of the day. Cultivate the art of sitting, standing, and walking erect, and of standing on both feet. Avoid slumping at the desk regardless of what you may be doing. It is advisable to frequently take an inventory of yourself to determine whether or not you are observing good posture, and particularly is this desirable if you begin to tire during the day.

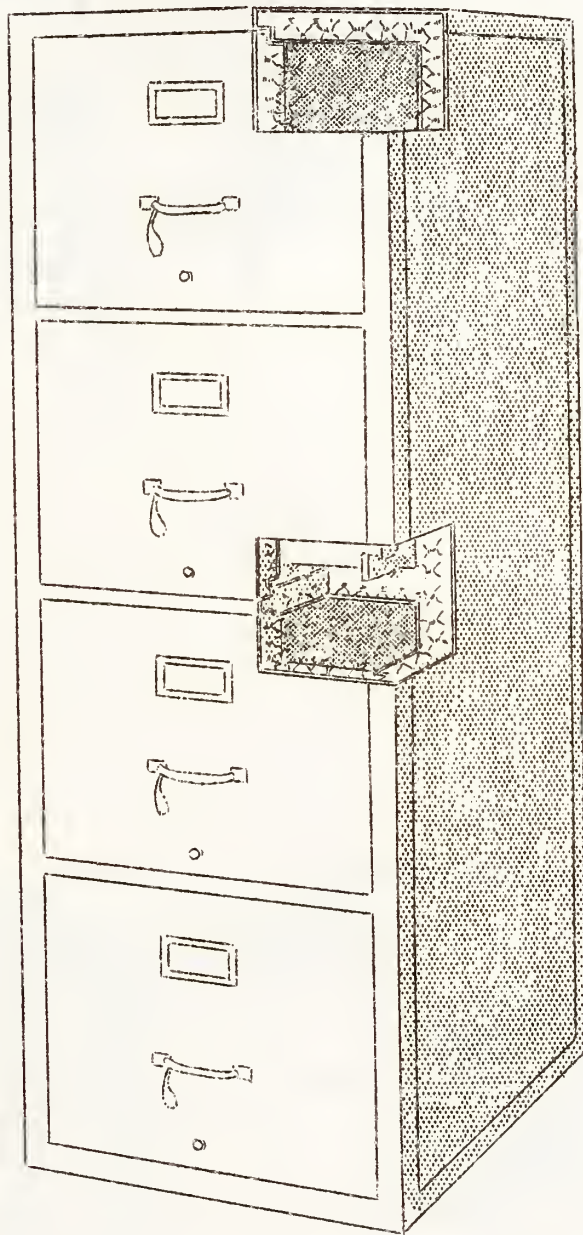


Figure 4

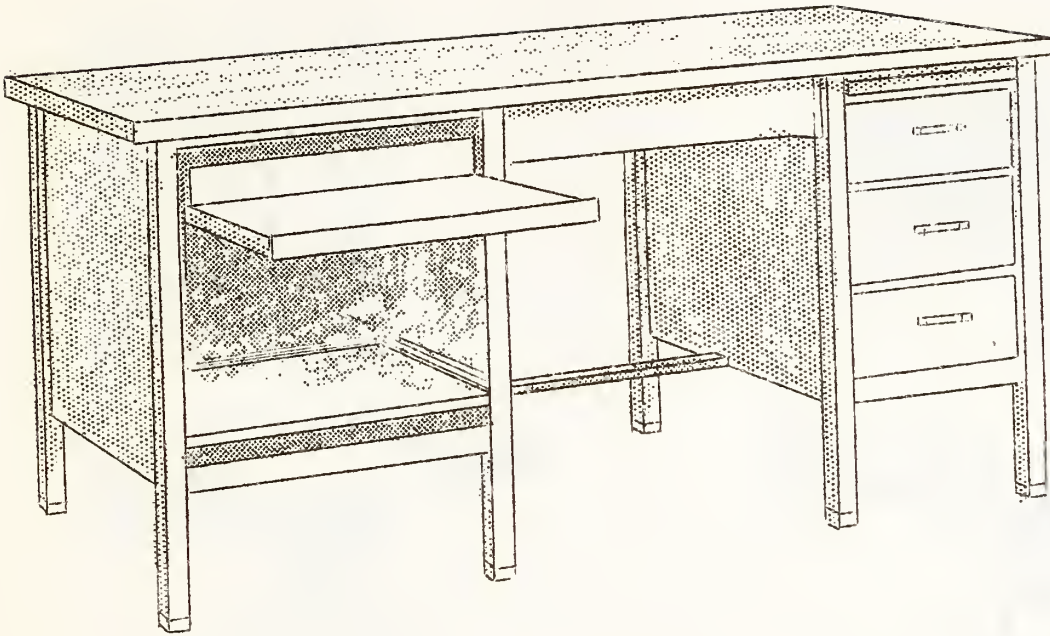


Figure 5

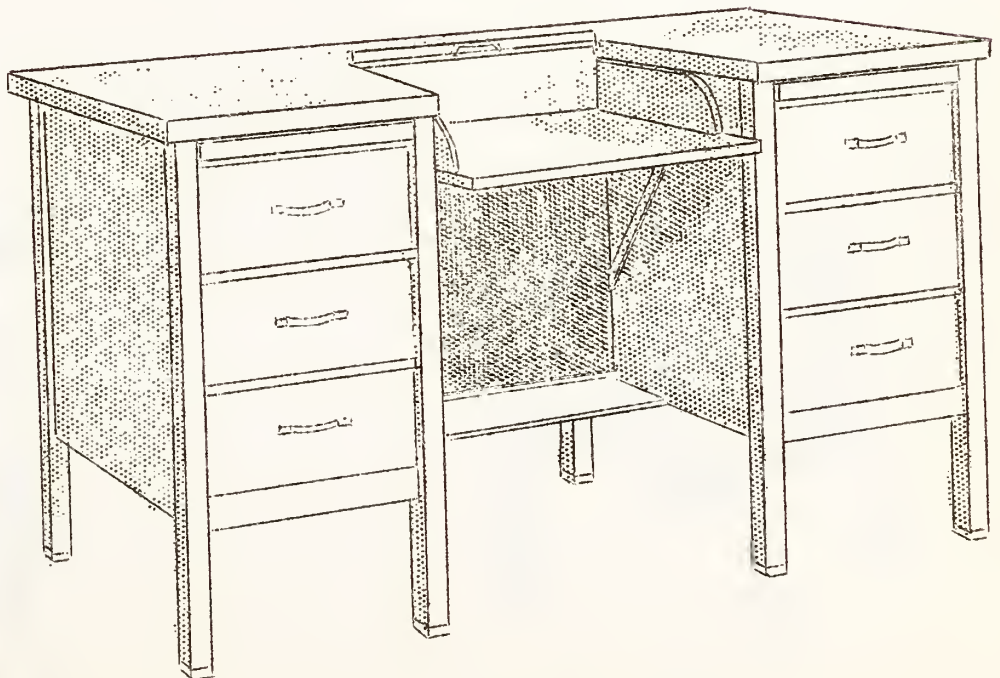


Figure 6

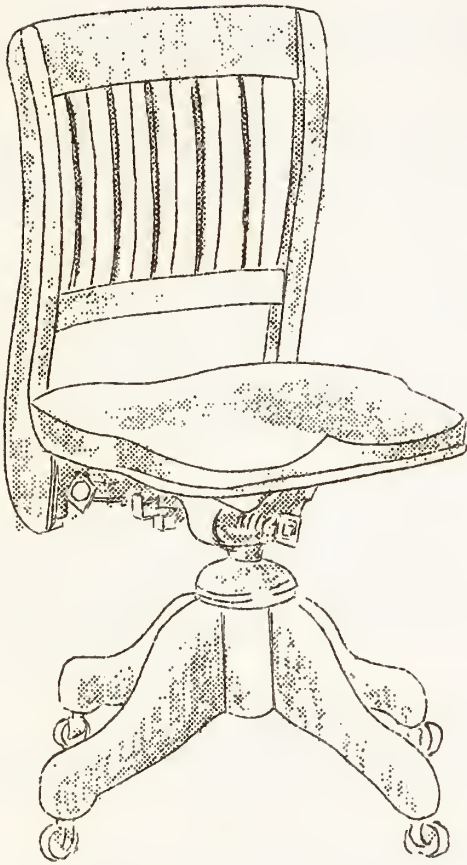


Figure 7

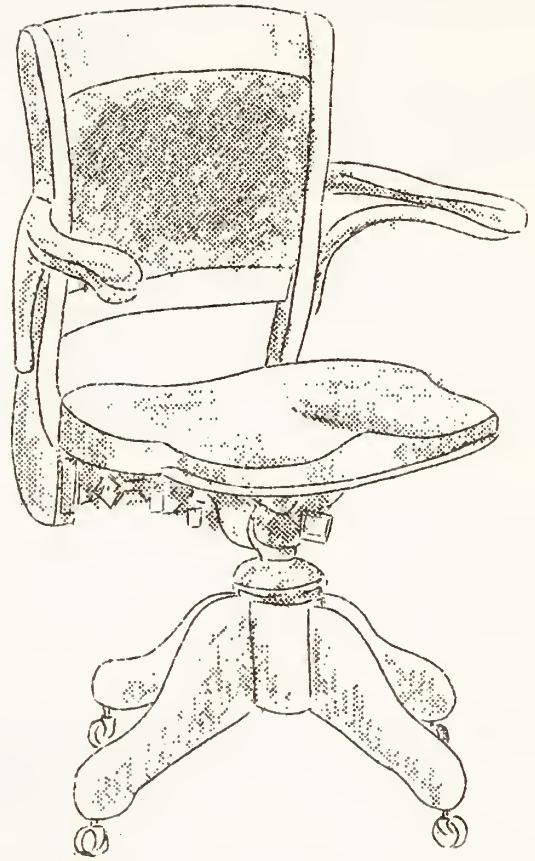


Figure 8

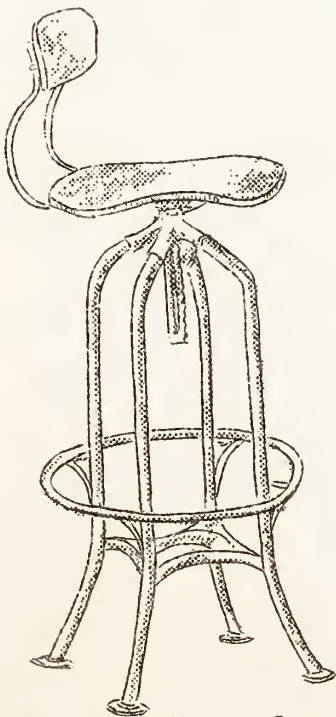


Figure 9

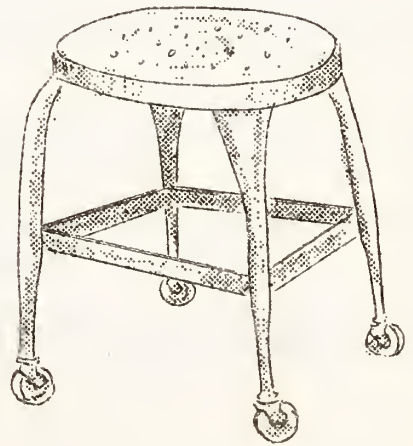


Figure 10

Figure 11, page 83, illustrates a skeleton body seated in correct position-- a position that will allow perfect freedom of the muscles, nerves, and body as a whole.

Figure 12, page 84, indicates that the chair seat is to be so adjusted as to permit freedom of the thigh, thus relieving tension.

Figure 13, page 85, illustrates the secretary properly seated at her desk. The chair is adjusted to fit her body; she rests both feet on the floor and in front of her; and she sits at a distance from the machine that will allow her arms freedom, rather than cramp them.

Figure 14, page 86, represents the secretary thoroughly "wrapped." She is seated on a straight chair, forward to the extent that she exerts effort to avoid falling from it. Her knees are crossed and her feet are wrapped about the chair legs as if to anchor the chair. She is seated close to the table, and is slumped. Two hours of work in the position in which this secretary is seated will fatigue her much more than a day's work in the position illustrated in figure 13, page 85.

Figure 15, page 87, again demonstrates the unwisely used straight chair. Notice that the secretary is seated at almost the front edge of the chair, leaning the body forward to throw her upper body weight on the arms, thus retarding her typing freedom. She throws the body to the right; firmly grasps the desk at the right knee; and rests on the toes of the left foot. Inefficiency can only be the result.

Figure 16, page 88, illustrates clearly the interest maintained by this secretary in her position at the desk while taking dictation. Motion pictures would reveal her ability to chew gum, an objectionable feature of a secretary.

Figure 17, page 89, hangs over the edge of her chair, crosses her legs, and then hooks the heels of her shoes over the chair base--probably the chair would roll away, but only because she is sitting too far forward. She grows weary not only because of that, but also because she is "slumped" at the desk.

Figure 18, page 90, is sitting erect upward from the waistline, but yet she cannot render proper service because she utilizes too much energy by endeavoring to remain on the edge of the chair. Note also how her feet are thrown to the rear of the chair.

Figure 19, page 91, is applying for a position, but she stands at the desk, leaning on one foot and with shoulders drooped. Doubtless, she will make an unfavorable impression.

Figure 20, page 92, is also applying for a position, and because of good posture and poise, she will make a favorable impression.

Figure 21, page 93, illustrates the listless type that must lean against something to be comfortable. She lacks poise, dignity, and grace.

Figure 22, page 94, illustrates another type that is unable to stand and support her own body. Sitting on the desk with feet dangling is unbecoming to any one.

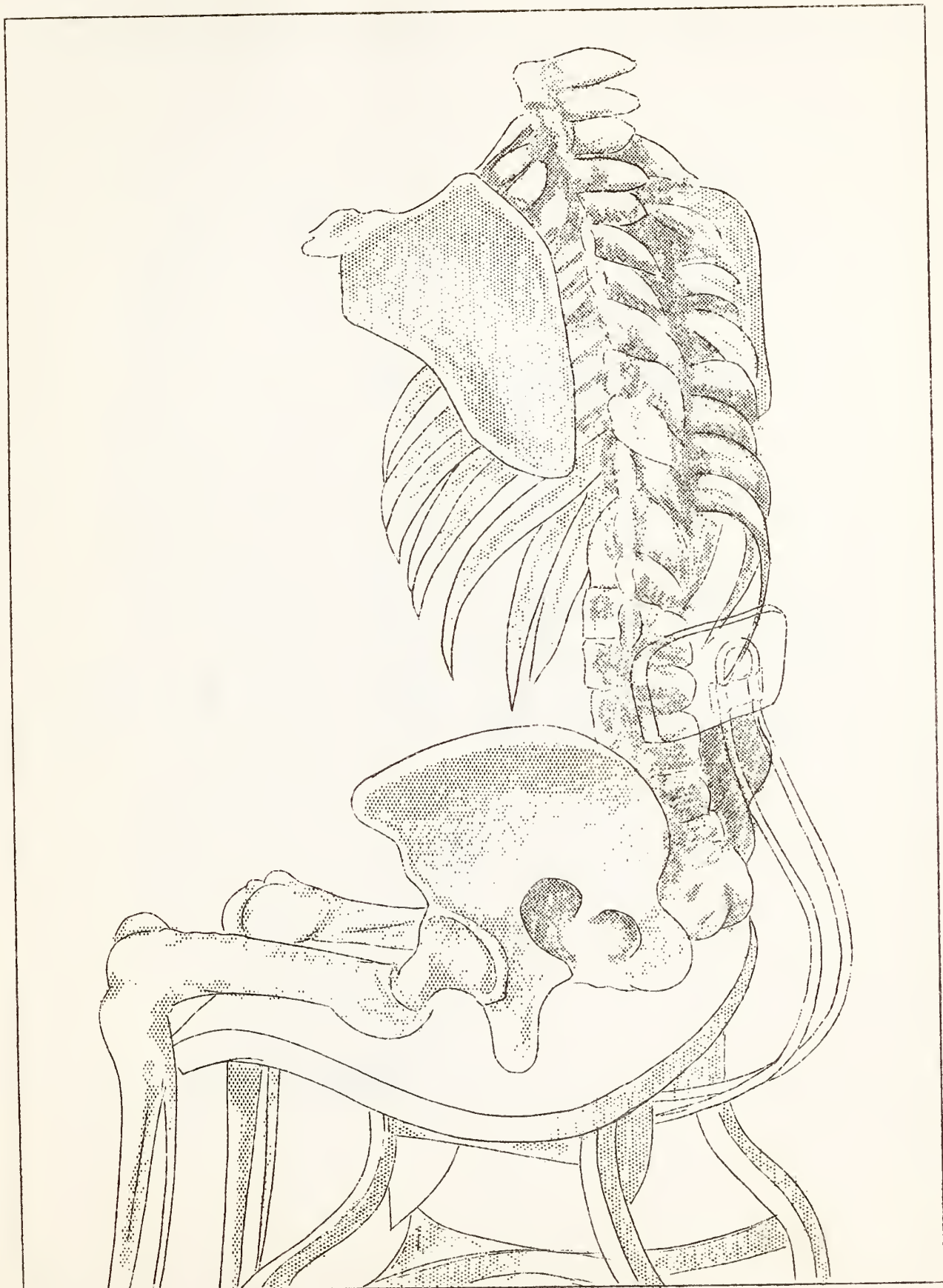


Figure 11

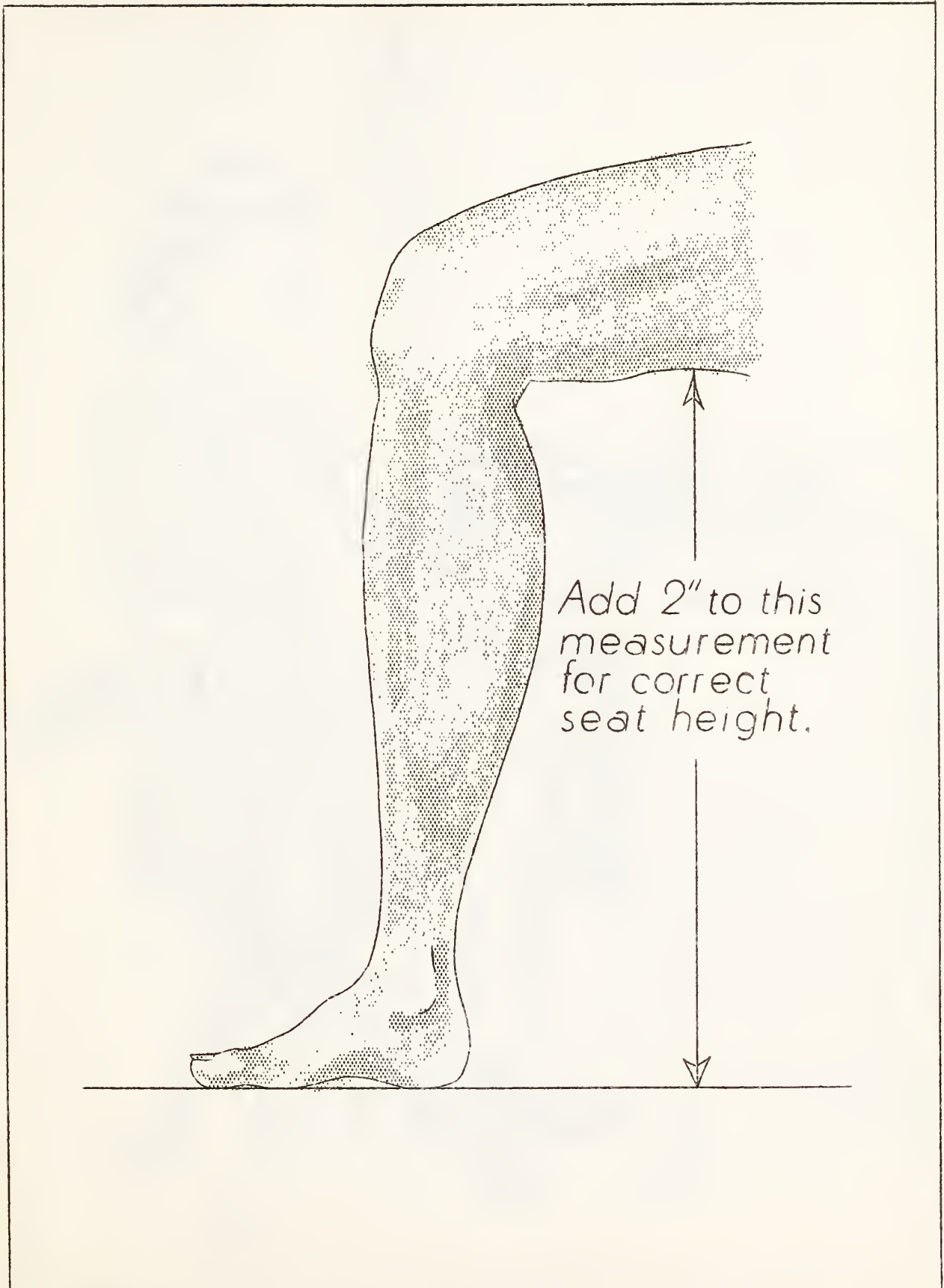


Figure 12



Figure 13



Figure 14

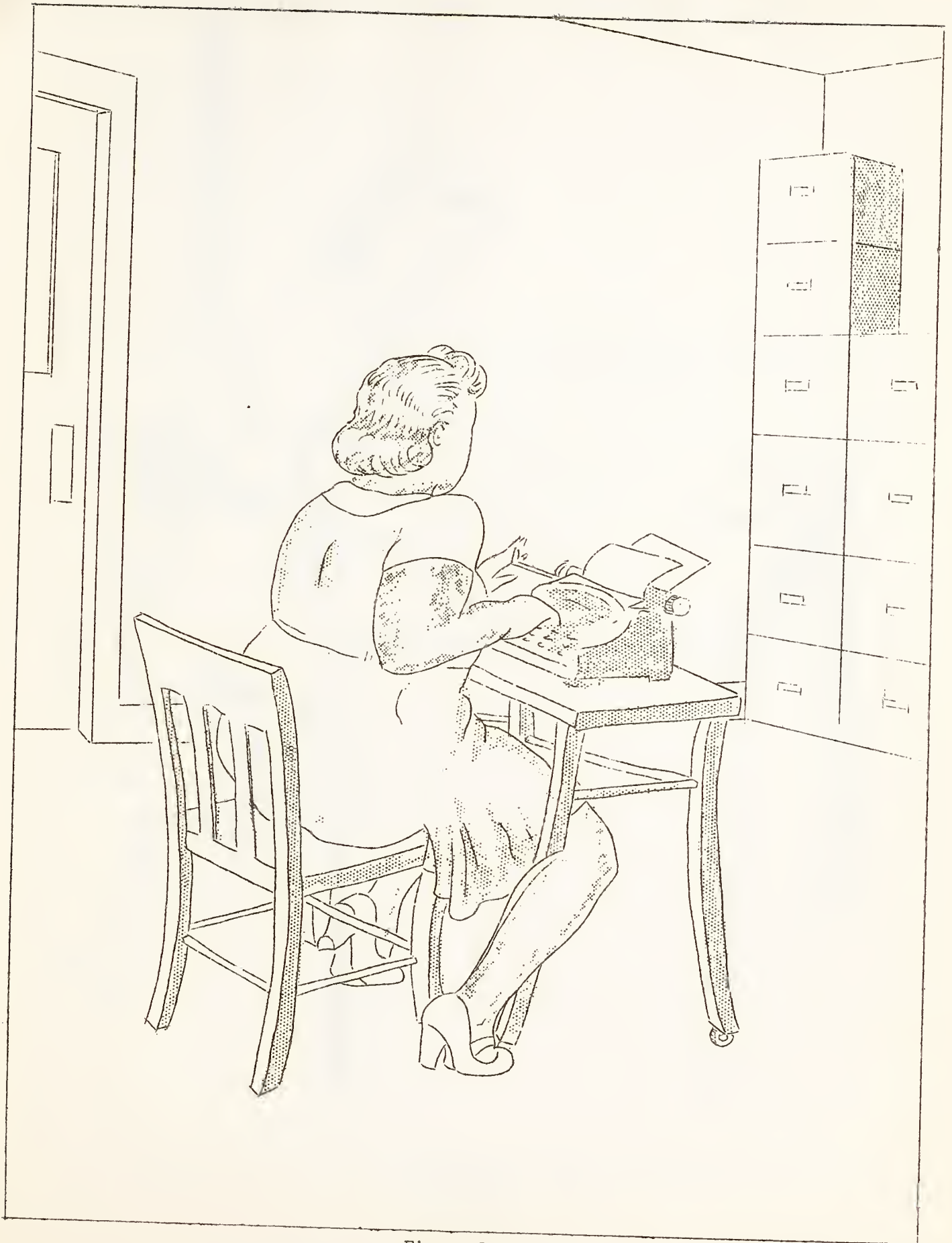


Figure 15

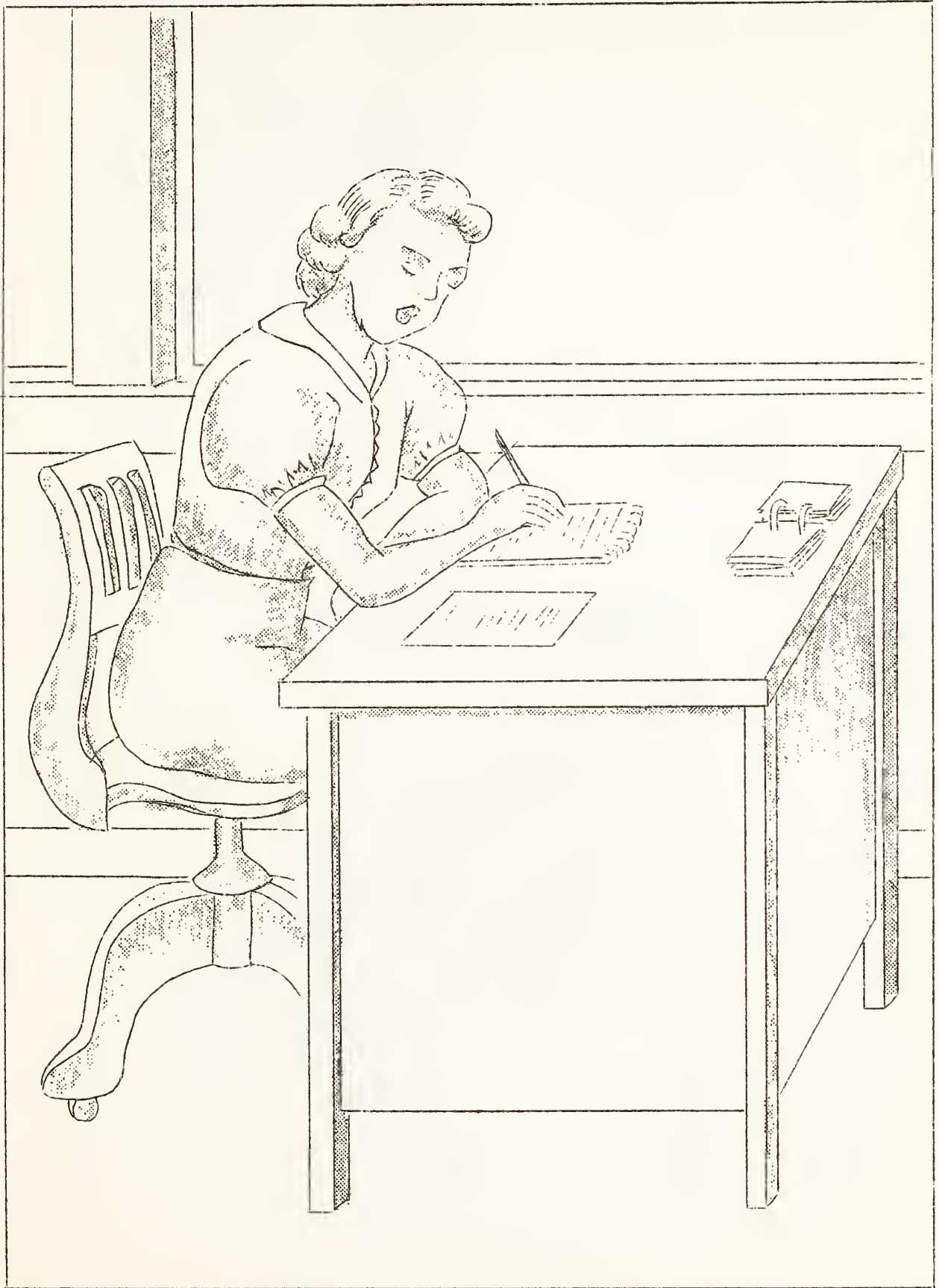


Figure 16

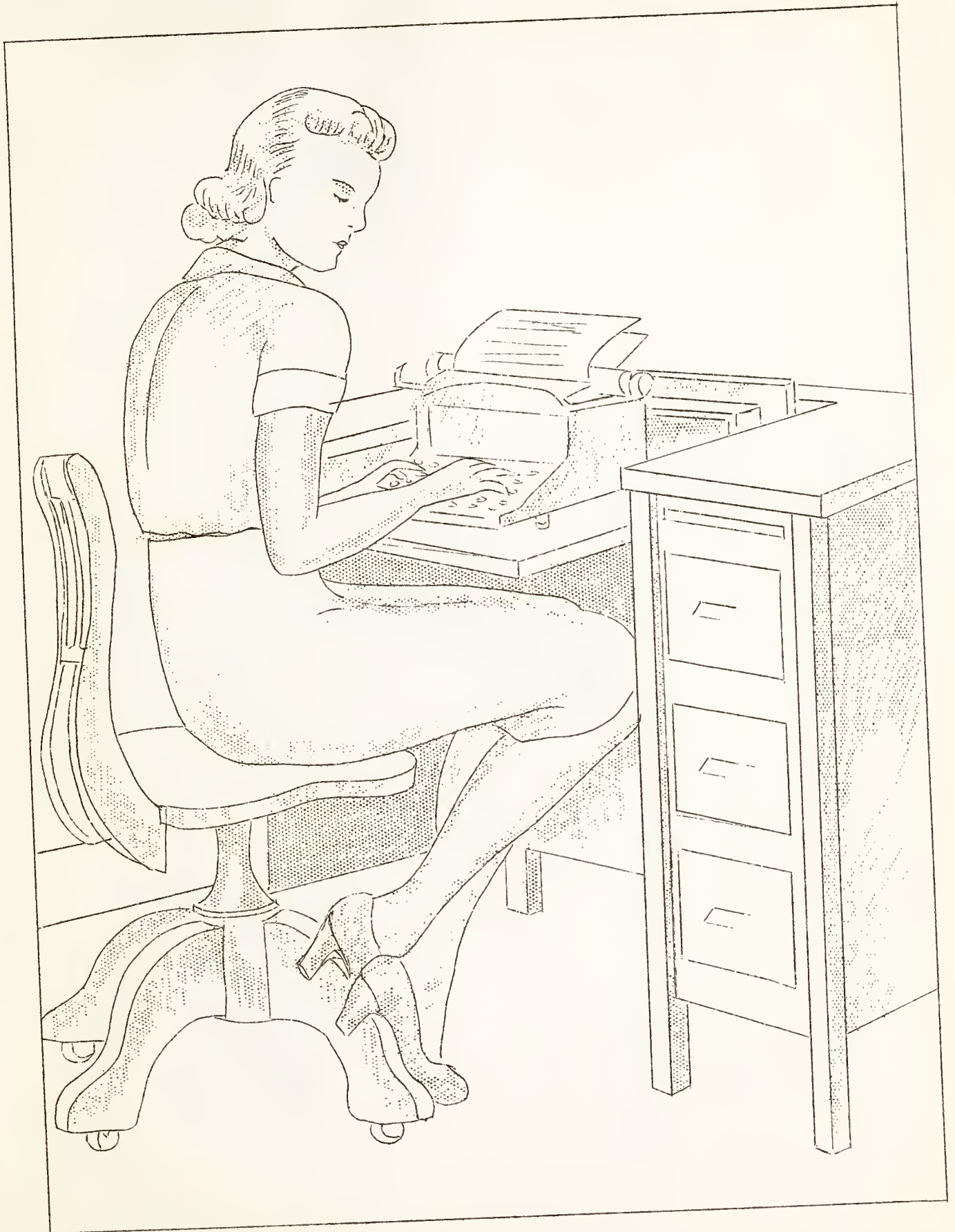


Figure 17



Figure 18



Figure 19

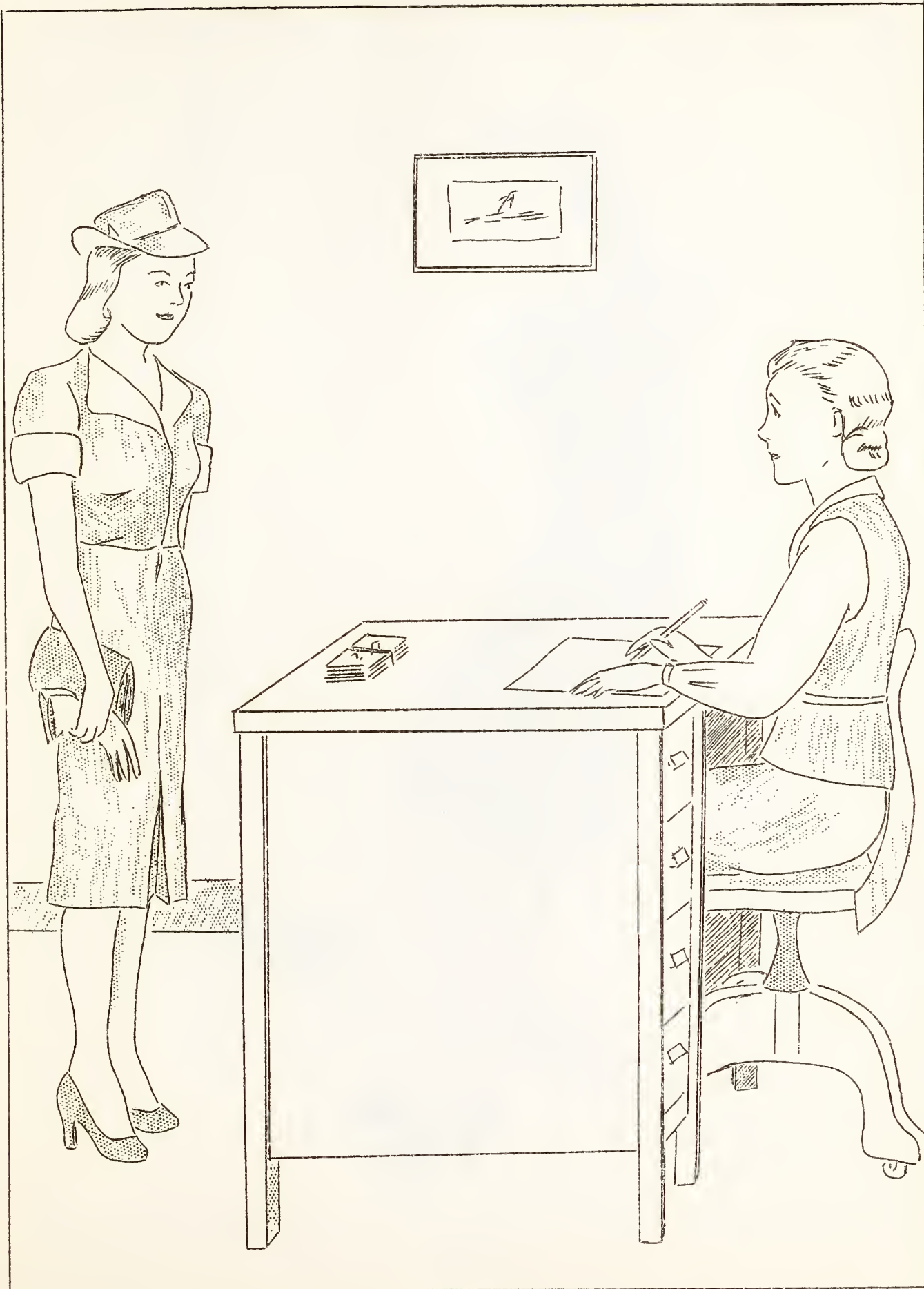


Figure 20

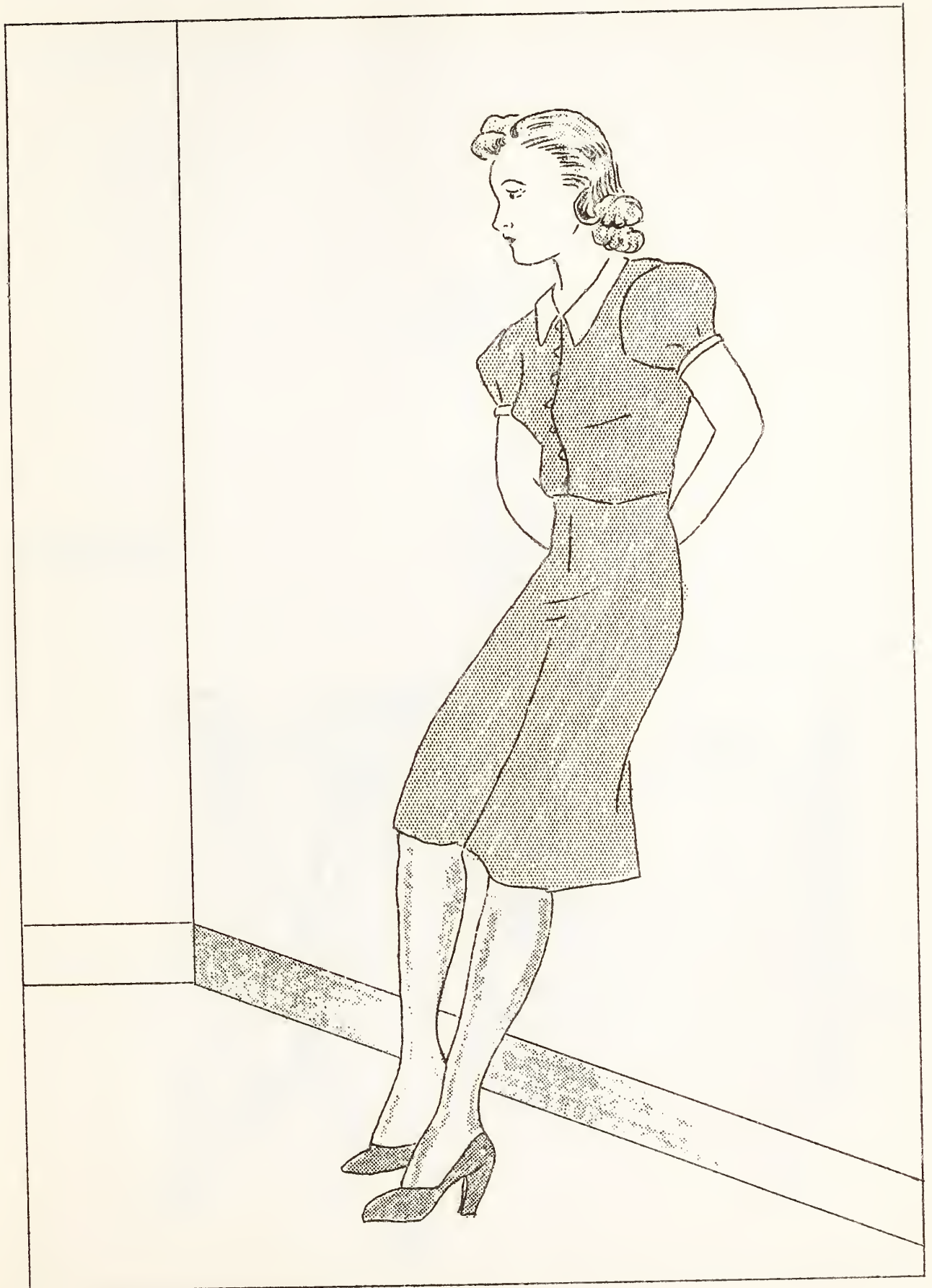


Figure 21



Figure 22

R E P O R T S

T y p i n g

1. Single space all material including narrative, but double space between paragraphs.
2. Do not submit reports with strikeovers or bad erasures.
3. Make neat looking margins:
 - a. Allow six spaces at top of page.
 - b. Allow 15 spaces for left-hand margin.
 - c. Allow about nine spaces for right-hand margin.
4. Indent paragraphs five spaces.
5. Do not split paragraphs at the end of a page.
6. Make first copy on heavy bond and make the carbons on onionskin.
7. Keep type clean; better carbons are the result.
8. In so far as possible, avoid any blank pages or parts of pages.
9. Use a good black ribbon for any typewritten work to be photographed.

S i g n a t u r e S h e e t

1. Include on the signature sheet:
 - a. Name of institution.
 - b. Division.
 - c. Name of Extension Director and his title.
 - d. Year covered by the report.
 - e. Name of project.
 - f. Transmittal phrase followed by the signatures of the specialists writing the reports.
 - g. Address of institution.
 - h. Inclusive dates of report.

A correctly prepared signature sheet appears on page 100.

I n d e x

1. Arrange index in alphabetical order.
2. Write the page numbers of the index topics at the right margin of the sheet.
3. Index principally the main heads.

4. Beginning on the line below the main head, index the subheads, indenting them five spaces.

A suggested index sheet appears on page 101.

Main Heads

1. Center all main heads on the page.
2. Write main heads in all capitals, and underline them.

Subproject Heads

1. Use subproject heads throughout the narrative.
2. Write subproject heads, which consist of the subproject number and title, at the left margin, using all capitals and underlining them.
3. In no case write a narrative subhead on the line directly beneath the subproject head. Write at least two lines between the subproject head and the subhead.

Narrative Subheads

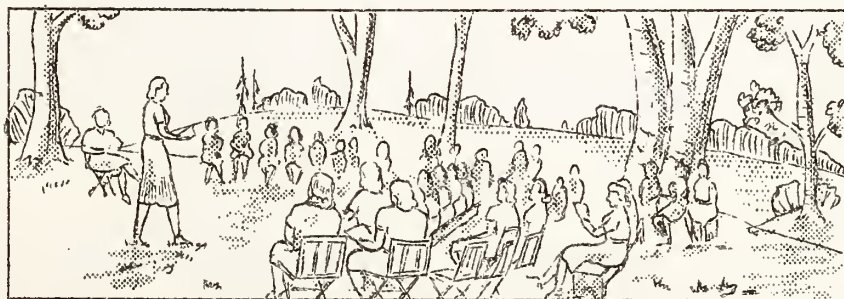
1. Use narrative subheads throughout the narrative.
2. Write narrative subheads at the left margin in two lines of equal length, using all capitals and underlining each line.
3. Confine the narrative subhead lines to 22 spaces.

The illustration immediately following indicates the correct form for writing main heads, subproject heads, and narrative subheads.

RECREATION--Project No. 31.

31-C. MUSIC.

Some talent is to be found in every person who participates in any sort of activity, whatever it may be; thus, through large numbers taking part, new talent PARTICIPATION IS is found and standards of production are raised. Much time has AN IMPORTANT AIM been given the past year to encouraging more people to take part in community recreation in any or many forms.



Reading poetry at a summer vacation camp. Two hundred fifty-seven women participated in choral reading at the six vacation camps held during the year.

Figure 23.

T a b l e s

1. Retain table forms previously carried unless there is a good reason for discontinuing them.
2. Supply each table with a title.
3. Write the title in all capitals.
4. Use a double line directly under the title, with no space between the title and double underline. (See paragraph 3, page 74, for instructions on making the double underline.)
5. Divide columns by the use of colons.
6. Close in right-hand side of table with colons.
7. If item listed requires a second line, indent the second line two spaces.
8. Omit unnecessary words such as, "number of."
9. Use periods as "leaders."
10. Show column totals in all tabular matters, if the columns permit totaling.
11. Do not underline the individual writing lines of tabular copy.
12. Close all tables with a single underline, except in cases where columns are totaled, when:
 - a. Use a single underline on the last writing line of the table, beginning at the point of the first column.
 - b. On the next line insert colons to divide columns.
 - c. On the second line below the underline, insert the necessary colons; then write "Totals" at the left of the left-hand column, and insert the totals in the proper columns.
 - d. Use the double underline directly under the totals without spacing between the figures and the double underline. Begin the double underline at the left margin. (See paragraph 3, page 74, for instructions on making the double underline.)

See page 102 for illustrated tables; however, it is not to be construed that all tables shall be in this position on the page.

F i g u r e s

1. Spell numbers at the beginning of a sentence.
2. Avoid having a number and a date appear together in a sentence.
3. Use figures to express time of day, percentages, degrees of temperature, dates, room numbers, and page and chapter numbers of books.

4. Use figures for numbers of ten or above; spell all numbers below ten.
5. Use figures to express numbers which cannot be expressed in few words.
6. Use commas in numbers to indicate every third digit.
7. Spell common fractions except when they follow figures or in a series of measurements.
8. Write "1938-1939"; never write "1938-39" or 1938-'39."

P i c t u r e s a n d C a p t i o n s

1. Use pictures that tell a story.
2. Mount pictures with rubber cement so that they may be readily removed if necessary.
3. Use captions of from 25 to 50 words telling "who," "what," "when," and "where." The first sentence of the picture caption necessarily need not be a complete sentence, but must be a group of words which tell a story. The sentences following should continue the story in more detail. Figure 23, page 96, illustrates the placing of pictures and the writing of captions.

G e n e r a l P o i n t s

1. The stenographer is responsible for proper grammatical construction.
2. In referring to field work, use the term "Extension Service" rather than "Extension Division."
3. Be certain that the signed plan of work is included in the first carbon copy of the annual report.
4. Make absolutely no change in the number or name of the project or sub-project without Dean Umberger's written approval.
5. Submit a legible copy.
6. Never use personal pronouns.
7. Follow the Style Book.
8. Always capitalize the word "Extension" when using the term in connection with the Extension staff or activities.
9. Write the entire report in the same tense.
10. Number pages in the upper right-hand corner by writing a hyphen, the page number, and a hyphen.

11. Prepare the Statistical Summary in accordance with the suggested form on page 103.
12. Prepare a summary of each annual report for Director Umberger's annual report, but do not include the summary in the annual report.
13. Submit the summary, prepared in accordance with the following outline, to Director Umberger not later than December 1:
 - a. Inasmuch as the summary for the Director's report is to be edited, double space it.
 - b. List the divisions of the work under the project by sub-projects and subdivisions.
 - c. List long-time programs.
 - d. List objectives for the year covered by the report.
 - e. List accomplishments for the year covered by the report.
 - f. Prepare a complete narrative report summary by subprojects, indicating the accomplishments in the project for the report year. This will include statistics in table form and suitable pictures.
 - g. Include in the summary a supplement covering the cooperative activities with state and federal agencies during the report year. This will duplicate the cooperative activities section of the annual report.

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

EXTENSION DIVISION
H. Umberger, Director

ANNUAL REPORT FOR 1939
Foods and Nutrition Project

Submitted by

(Name)
Foods and Nutrition Specialist

(Name)
Foods and Nutrition Specialist

Manhattan, Kansas

December 1, 1938, to November 30, 1939

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SUMMARY: Project No. 9 - Horticulture

Subproject 9 A - Fruit Production		Subproject 9 C - Commercial Vegetable Production							
Subproject 9 B - Landscape Architecture		Subproject 9 D - Fruit and Vegetable Gardens and Nutrition							
		Meetings							
:Sub-:No.:	:No.:	:Com-:Specialist:	:Agents:	:Method and:	:Gen. Mtgs.:	:Total			
:pro-:Dem.:	:Adop.:	:Ldr. Train:	:Ldr. Train:	:Result Dem:	:Trs. & Tours:	:Meeting			
:ject:Est.:	:Prac.:	:ties:	:No.:	:Att.:	:No.:	:Att.:	:No.:	:Att.:	:Contacts:
Allen	B : 2	54	2	101	1	10	64		
	D : 8	54	2	101	1	10	155		
Anderson	D : 15	13	1				13		
Atchison	A : 2	15	2	84			99		
	C : 2	46	12		3	215	2	8	223
Barber	A : 4		1		1	50	1	18	68
	B : 158	28	4	116	2	28			199
	C : 3	20	5						
Barton	B : 220	18	3	61	3	85			271
Totals for each sub-project	A : 6	20	4	15	2	84	1	50	18
	B : 378	46	9	231	5	113	1	10	180
	C : 5	66	17		3	215	2	8	223
	D : 23	67	3	101					168
Totals:	11: 464	90: 313	14:	185:	9: 378:	4: 36:	9: 180:	1,092	

SUMMARY OF LEGUME PRODUCTION AND SOIL IMPROVEMENT WORK

Activity	1934	1935	1936	1937	1938
Extension schools	0	46	164	130	102
Attendance	0	2,124	7,589	7,233	6,748
Legume demonstrations	903	856	1,070	1,444	1,657
Field Tours	4	21	41	24	28
Attendance	99	1,505	14,651	15,286	3,532
Stops	15	81	313	120	82
Acres of alfalfa seeded	99,961	100,269	154,528	156,165	178,293

STATISTICAL SUMMARY

(name)

December 1, 193_, to November 30, 19__

Days in field.....	_____	_____
Regular field days.....	_____	_____
Special field days.....	_____	_____
Achievement days.....	_____	_____
Kansas Free Fair.....	_____	_____
4-H Club Conservation Camp.....	_____	_____
District Camp Conference.....	_____	_____
All State Soil Conservation Day.....	_____	_____
Days enroute.....	_____	_____
Days in office.....	_____	_____
Regular office days.....	_____	_____
Special office days.....	_____	_____
Farm and Home Week.....	_____	_____
4-H Club Round-up.....	_____	_____
Extension Workers' School.....	_____	_____
Annual Extension Conference.....	_____	_____
Days out of state.....	_____	_____
Soil Conservation Tour to Oklahoma.....	_____	_____
Nebraska State Fair.....	_____	_____
Vacation.....	_____	_____
Holidays and Sundays.....	_____	_____
Total days accounted for.....	_____	_____
Counties visited.....	_____	_____
Average days field work per county.....	_____	_____
Visits to counties.....	_____	_____
Highest number of visits to one county.....	_____	_____
Highest number of days in one county.....	_____	_____
Mileage to and from counties.....	_____	_____
Mileage in counties.....	_____	_____
Average miles traveled per day.....	_____	_____
Total demonstration meetings.....	_____	_____
Total attendance at demonstration meetings.....	_____	_____
Average attendance at demonstration meetings.....	_____	_____
All meetings per specialist.....	_____	_____
Total attendance at meetings.....	_____	_____
Average attendance at meetings.....	_____	_____
Total farm visits.....	_____	_____
Personal letters written.....	_____	_____
Circular letters written.....	_____	_____
Circulation of circular letters.....	_____	_____
News articles written.....	_____	_____
Radio talks prepared.....	_____	_____

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[The following text is extremely faint and illegible due to low contrast and blurring. It appears to be a multi-paragraph document or report.]

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