

MOULDERS



Charles Firrell
March. 1, 1916.



MOULDERS

FOREWORD

"I stood beside the potter at his wheel as he deftly placed the shapeless clay upon its whirling surface. Up from his hands, as the wheel spun busily, grew a vase of such wondrous beauty that in its fragile perfection it seemed to bear no relation to the common clay of its birth.

"With deft touches here and there, his brown; supple fingers hovering about it as it revolved, the potter finished his task and the vase stood complete, an example of an art five thousand years old yet today as marvellous a thing as in the dim ages of civilization.

"The art of the master, the cunning of this Old World workman, endowed with the knowledge of generations of his forbears, had created from a lump of clay, a perfect thing.

"There came the thought, 'How like the potter are we who shape and mould the thoughts and lives of those who come into our keeping, even for a little while.'

"How, like the potter, do we strive, using our every effort to mould so true, to shape so carefully the ones who come beneath our hands, that they may merit the 'Well-done' of those they serve."



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A few weeks ago, after one of the weekly faculty meetings, I asked our teachers to write briefly on the topic "What I Am Trying To Accomplish." I had the idea of combining these personal stories for a coming publication of **THE RECORD**.

The idea grew until it got too big to remain between **THE RECORD** covers and this booklet, **MOULDERS**, is the result.

It gives you the direct, straight-from-the-shoulder testimony of each one of this group of loyal, hard-working men and women who are making the Bryant & Stratton Business College a power in business education.

It isn't very often that a private business school can call the roll of so many really good instructors, but when you read the story of the "Chief," you will understand the reason. The personality of the man, his absolute devotion to the cause of business education and his unswerving integrity, have attracted and held this corps of educators. They show by their loyalty and cooperation the absolute confidence they have in him and the principles for which he stands.

As regards the standards of this institution or the quality of the work for which it stands one needs no better reference than the Bryant & Stratton student. Ask him. I believe you'll always find quick and emphatic testimony of their worth.

"By their fruits ye shall know them" was never better exemplified than in the records of the thousands who have gone out from this school into the broad fields of business.



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I asked our teachers what they were trying to accomplish and the answer comes back with intense sincerity "*To help our students make good.*" The manner of expression varies but the theme is there, in every story, and it comes straight from the heart.

"MOULDERS" does not discuss the technical work or the courses of study of this school. You'll find that information in the catalogue. (I'm somewhat proud of that publication. It represents my conception of what a business school catalogue should be. It is *full* of concrete and systematized information concerning a busy school.)

"MOULDERS" does not give the story of our daily life, the pulsating, vigorous, strenuous routine of business as it is carried on here. All that is left to THE RECORD, the Bryant & Stratton "house organ."

MOULDERS is wholly designed to introduce you to the members of the Bryant & Stratton faculty.

I believe that every young man and young woman ought to know our teachers because they stand for something more than ordinary service.

I believe that the Bryant & Stratton Business College and all that it represents demands the serious consideration of every person seeking a business education.

Here follow the words of the Moulders, each article prefaced by a brief introduction of the individual.



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THEODORE B. STOWELL.

President. Owner of the Bryant & Stratton Business College. Known affectionately to thousands of graduates as "T. B." For forty-five years a teacher of business training in this institution, and one of the pioneers in business education. Mr. Stowell says:

"This institution represents my conception of 'man building'."

I was brought up on a farm and made to learn all of the processes of farming, acquiring knowledge and skill by actual doing. It seemed quite natural to advance from sowing seed and tilling the soil for a bountiful harvest, to sowing the seeds of knowledge and cultivating the youthful mind for the production of a generous harvest of knowledge and skill in matters of business.

The processes seem to me to be quite similar. In farming one finds the receptive and unresisting soil governed by nature's laws; in teaching there is the more or less receptive but sometimes the resisting mind, governed by a soul power, yet conforming in its development largely to the same laws of nature. Long years of experience

have made more attractive to me my chosen work. I have verified that the educational processes are allied to, yes, governed by, the laws of nature. By nature, I mean the Creative Mind that governs all. I have found it



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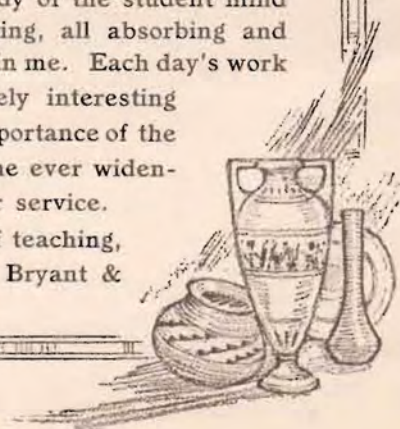
necessary to make a constant study of these laws as they apply to the human mind to harmonize my work with them.

I was taught on the farm to sow the best seed, to cultivate carefully and to guard tirelessly against weeds and pests in order to secure the largest and most perfect crop. In teaching I have found the same care must be exercised in selecting the seeds of knowledge, and eternal vigilance must be given to eliminate the tares or evil growths if the young mind is to reach its largest development.

The first time I entered a school room as a teacher I had the feeling of one who walks through a powder mill. All around slumbered a force unmeasurable that might be called into instant action by the slightest false move. I felt that I was in the midst of unknown possibilities, that the slightest thought or word might set in motion power in the student's mind, the result of which could not be foretold. Then and there I resolved to work conscientiously and in accord with my ideals for the greatest good of each individual student. I have tried to adapt my teaching to be always in harmony with that ideal as new light has come.

I have found the study of the student mind and its workings interesting, all absorbing and ever appealing to the best in me. Each day's work has proved more intensely interesting and enjoyable, and the importance of the work has grown as has the ever widening field of opportunity for service.

After several years of teaching,
I assumed control of the Bryant &



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Stratton Business College and began my life work. I made a careful study of what a school of this nature should be. As it was a training school for business, I resolved that it should be conducted on the strictest lines of integrity in all of its dealings, in its teaching and in all of its relations with the student and the public. I resolved that the courses of instruction should give the student the best possible preparation for success in business. I determined that the school should be aggressive; that it should keep pace with the advancement and development of business; that it should always seek the truest and best methods of instruction; that at all times its training should be in harmony with the highest ideals of business; that its graduates should be prepared to step from the school into the office and take up their work intelligently and successfully.

The work has grown, courses have been broadened and new courses added to meet the rapid strides in business methods and demands. Today the school stands as the fulfillment of an ideal as nearly perfect as forty-three years of intense, concentrated service can make it. It represents my conception of "man building." Judging from its fruits, from the thousands who have passed out into business life from this school, I believe it has succeeded.

As to the measure of its success, the people of this community must judge.

THEODORE B. STOWELL



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WILLIAM H. SCOTT.

Secretary. A graduate of Brown University and a certified public accountant. Has been identified with the Bryant & Stratton Business College since leaving college. In charge of the English courses and manager of the employment bureau. Mr. Scott believes

that—A knowledge of English is necessary to interpret all other subjects in our courses. Therefore I emphasize the study of the English language in its relation to the other studies.

The direct course in English comprises two divisions: word analysis, which is the study of the basic parts of words, their origin and their meaning; and business English, which is the correct use of words in spoken and written language.

In word analysis I lead the student to know the radical, the compound, and the derivative words. I lay emphasis upon prefixes and suffixes, stimulating the student by frequent illustrations and by dictation exercises to learn their exact meaning. By written exercises I develop in the student the power to form compound words from radical words, as well as to analyze existing compounds. I drill the student on a few definite rules of spelling. Experience proves that this system of word building imparts a comprehensive and critical knowledge of our language in the shortest time.



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In business English I review the elementary principles of grammar to correct faults of speech and composition. My aim is to give careful instruction and practice in sentence building, paragraphing, punctuation, the use of capital letters and composition writing, so that the student may acquire a ready command of the language. The ability to put one's thoughts in proper language so that another can understand them without difficulty and without mistake is a most valuable business asset.

As manager of the employment bureau, I realize that the student needs a suitable position, after he has secured a good business education. I therefore make a study of his qualifications. Temperament, condition of health, mental training, adaptability, reliableness, integrity, ability and common sense are all taken into consideration.

I try to select the candidate from my list whose qualifications will best meet the requirements of the business man who applies for an office assistant. I try to place the student where his future development and success will be assured.

During the thirty-five years' existence of the employment bureau, thousands of young men and young women have been helped to positions of trust and prominence.

The bureau invites business men to make use of its service, when they need helpers. My experience and broad acquaintance enable me to give valuable service when such service is most needed.

WILLIAM H. SCOTT



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CLARENCE W. STOWELL.



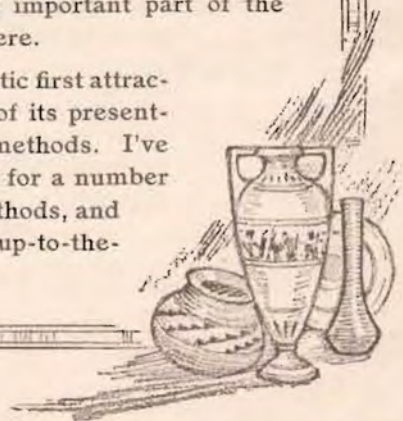
Superintendent. A graduate of the University of Maine. Five years service as high school principal. Teaches courses in arithmetic, commercial geography, business correspondence and salesmanship. In charge of the publicity work. Mr. Stowell says of

his work: "I am the general utility man."

I began work in this institution after an apprenticeship of five years as a high school principal. Opportunities here seemed to me to be greater. There was certainly a demand for initiative and for originality. I found the students here absorbing a training utterly foreign to me. I sat down with them and tried to gain for myself some of the principles they were being taught. At that time I reconstructed a part of my training to conform with Bryant & Stratton standards—probably the most valuable lesson of my life.

Little by little, as opportunities have come, my work has increased in scope until today I find myself responsible for an important part of the work that is carried on here.

The subject of arithmetic first attracted me by the originality of its presentation and the value of its methods. I've been teaching this subject for a number of years, systematizing methods, and keeping the instruction up-to-the-



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minute. I believe we have the most thorough and practical course of arithmetical training possible for the time devoted to the subject. My aim is to keep this branch of the work fully up to the standard of the past, for this Bryant & Stratton Business College built its reputation in part upon arithmetical instruction.

A second responsibility is the work in business correspondence. Our students find that letter writing is a very important part of their daily work. I've been hard at work for a number of years developing this course of instruction, making of it a training broad enough to establish a foundation for success in this phase of business life.

As the catalogue states: "This course has been growing steadily in value. It has long ceased to be confined by the limits of any text-book; in fact, the text used only supplements the course. Its object is to prepare the student for modern conditions in the business office, to acquaint him by text-book work, lectures, demonstrations and weeks of actual practice with business correspondence as it is carried on today. This is not only thoroughly taught by class drills but each student is required to put it into practice in all his work."

I believe that Bryant & Stratton methods in teaching business correspondence equip the student with the practical, dollar-getting knowledge necessary for success.

Commercial geography is a later addition. It is an intensely interesting subject. I find that it demands my utmost effort to keep pace with its many sided development.



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I try to make the instruction vivid and graphic. I encourage original work and research and the response of the student is always gratifying.

For this course I've been making a collection of industrial exhibits and commercial geography publications. While the work is far from being completed, there is a carefully classified and indexed collection of great value for practical work.

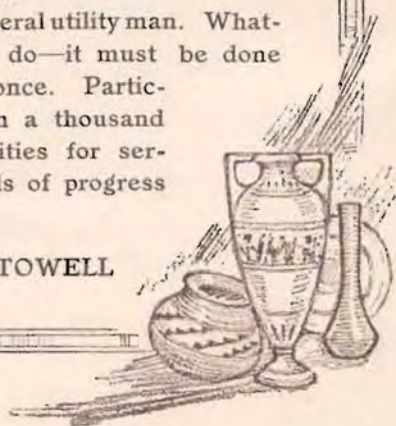
The study of salesmanship is a new and pleasant task. I am preparing to teach this subject during the coming year with the idea of developing a broad, practical and truly valuable course of instruction.

I have direct charge of all the publicity work. I am doing my best to make every piece of written or printed matter that goes out worthy of the institution. I believe in honest advertising. I am trying to make all our publicity matter tell the truth about our work and to tell it in such an interesting way that the public will ever associate "Bryant & Stratton" with the highest standards of business training.

THE RECORD, our "house organ," is one outgrowth of my efforts to keep this institution before the public. It inspires confidence to find it rated among the foremost of the many business school publications.

Above all, I am the general utility man. Whatsoever my hand findeth to do—it must be done with all my might and at once. Particularly with the students in a thousand little ways I find opportunities for service that keep the wheels of progress running smoothly.

CLARENCE W. STOWELL



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WILLIAM B. SHERMAN.



Office Practice and Banking. A graduate of the Bryant & Stratton Business College. A certified public accountant. An expert in accountancy and audit work. Mr. Sherman's value as a teacher is summarized in the opening sentence of his story: "The

Office Practice Department work is my special hobby."

The entire course of bookkeeping and accounting in this school is *interesting*, but the work in the Office Practice Department is *exciting*.

After years of experimenting in plans to teach business just as it is done in the business world, we have evolved a plan of operation which gives the student nearly four months' practice in office routine and business ethics.

He acquires more real knowledge in the line of accounting than any single office could furnish for we give him not only the volume of work to perform, but give him a broader, more varied knowledge than could possibly be gained in business in the same time.

Our plan provides complete systems of accounting for Wholesale Houses, Commission Houses, Transportation Companies, Manufacturing Corporations and Business or Discount Banks (with Clearing House duties).

The plan is absolutely *practical*,



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many features being taken from the best accounting systems in the country.

During the entire course the student is drilled in the use of various adding machines, copying processes and the numerous mechanical devices used in the best business offices.

Filing papers, invoices, way-bills and general correspondence becomes one of his many daily duties. Each office is equipped with a filing system best adapted to its business.

Our plan is as good as money plus brains can make it. The best today may not be good enough for tomorrow, so we are making minor changes and adding new features as the business world adopts them in its search for the best.

My accounting practice brings me in close contact with and gives an insight into the very latest and best to be had in the accounting world, and many of these schemes are put into our plan of office practice.

Fifteen of the best commercial schools in the country "exchange" work with us, thus giving our students real live transactions to be carried out in the most approved manner under my personal supervision.

After completing the prescribed course of this department an advanced course in *higher accounting* and *cost accounting* is offered to the student wishing to fit himself for positions higher up.

Thirty-six years' in this school and fifteen as a public accountant have given me the liking for just the kind of work I find in my department—*Business Practice as it is practiced in Business.*

WILLIAM B. SHERMAN



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CAROLINE E. ROBINSON.

Advanced Dictation. A Bryant & Stratton graduate after service in secondary schools as teacher of Latin. Miss Robinson's contribution is direct and convincing. It is characteristic of the energy and integrity of her daily work.

"I stand for loyalty."

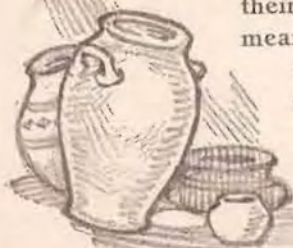
I believe in *decision*. The writing of shorthand forces the mind to decide. The quick writing of shorthand forces the mind to decide quickly. I plead for this mind habit.

I believe in *simplicity*. The simple, pure strokes of my shorthand help to teach me this art. I aim to teach it to others.

I believe in *industry*. The quick writing of shorthand is hard work. I ask for this ability to work hard.

I believe in *system*. My shorthand is a system. It is clear. It is plain. It is to the point. It is logical. I stand for clearness, plainness, directness and logic. I aim to teach these.

I believe in the *dictionary habit*. Words are the stock in trade of the shorthand writer. I stand for their right spelling, their right pronunciation, and their right meaning. The dictionary teaches these three things. I teach that it teaches these three things.



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I believe in *business*. I believe in the business end of the shorthand—the dollars in it. I teach that these dollars are to be had.

I believe in *loyalty*. I believe this to be the first and last trait in those who serve. I stand for loyalty to the subject I teach, to the school in which I teach, and to those whom I teach. I expect my student to be loyal to his employer.

CAROLINE E. ROBINSON



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JEREMIAH C. BARBER.

Head of the Commercial Department. Entered "B. & S" after work in Brown University. Widely known as an authority on penmanship and a teacher of commercial subjects. Mr. Barber's success in his profession is readily understood when one reads his

ideas of service in teaching business training.

"I believe in my work absolutely."

I am responsible for the progress of every student in the School of Commerce. I am responsible for his progress not alone in the work I teach, but I must study each individual carefully to assist in the process of "man building" that this school develops.

This is a busy department. It taxes the united efforts of my assistants and myself to keep pace with the volume of the required work and to give each student the personal attention that insures his individual progress.

In bookkeeping I demand that the student apply what he knows of arithmetic, English, law, and penmanship to the work in hand, that he shall use common sense—make the best and fullest use of what he has learned. My plea is for work that is one hundred per cent correct. This world is satisfied with nothing less.

In all this work my first thought



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is toward the development of men and women of absolute integrity with all that the word means. Honesty is not enough. Without integrity nothing can stand.

I make every effort to arouse in the student a desire to be and to do something worth while and to begin now to shoulder the responsibility for his own career. In this connection I emphasize the value of a minute. I would lead the student to form habits of punctuality, accuracy, concentration and courage. I take advantage of every opportunity to develop conscious power in the mind of the student—to make him *know* there is no task worth while which he may not carry to a successful completion.

In commercial law, I aim to teach essentials with a thoroughness which will enable the student to transact business intelligently and to know when he needs a lawyer. "An ounce of prevention is worth a pound of cure." If one knows when he needs legal advice, he can avoid costly litigation.

In penmanship, I endeavor to equip the learner with a handwriting which is not only plain and legible but so easy of execution that he can do the most work in the shortest time and with the least fatigue.

I am thoroughly interested in the work I am doing because I believe in it absolutely. And because I believe in it and because I am interested I believe others will be interested in knowing what I am working to accomplish for the young people who come under my direction.

J. C. BARBER



MOULDERS

JOHN V. MASON.



Principal School of Stenography. A teacher in public and private schools in the south after normal and collegiate preparation. In present position for twelve years. Specializes in instruction in shorthand, English and penmanship. Mr. Mason's work is wholly

planned with one idea in mind. As he expresses it

"My business is to prepare efficient office help."

As a principal of the School of Stenography my business is to prepare well-rounded stenographers, efficient in office work, ready to adapt themselves to any line of business.

Much more is required of the stenographer in these days than the ability to write shorthand correctly and to operate a typewriter. The young man or young woman entering this field of service must be familiar with the routine of the business office. Accuracy and rapidity in handling figures are necessities. Good handwriting is in universal demand. It is necessary to prepare the candidate by a thorough, well-balanced course of business training to insure his success.

Long ago the Bryant & Stratton Business College recognized the demand for efficient stenographers and prepared to meet that demand by organizing a separate school for stenographic



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training. Here, under ideal conditions, with a corps of specialist teachers and with the most modern equipment, young men and young women are trained as stenographers according to the Bryant & Stratton standards of thoroughness and efficiency.

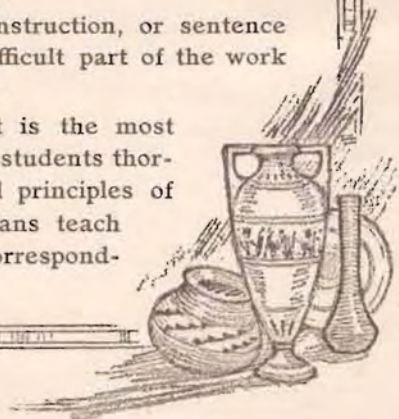
Standard of admission is high. Only those who have high school training or its equivalent are admitted to the school.

I make a careful analysis of each student and strive to strengthen the weak points in his education. The weaknesses may lie in spelling, penmanship, sentence structure, punctuation or knowledge of phonetics. Because of this individual treatment the progress of the student at all times depends very largely upon himself.

The dominant thing in the study of shorthand is phonetics. The student must learn to write by sound. He must think his outlines phonetically. The word Providence, for instance, would be sounded in the following manner: Prov—dence. When students are thoroughly drilled in phonetics, unfamiliar words lose their terror when encountered in impromptu dictation. Shorthand is easily learned if the student thoroughly masters its rules and principles and applies himself assiduously to the making of the outlines.

Teaching English construction, or sentence structure, is the most difficult part of the work of making a stenographer.

At the same time it is the most essential part. I drill my students thoroughly in the fundamental principles of English, and by this means teach them to punctuate their correspond-



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ence logically and correctly. They can put the commas in the right places and tell you why.

My spelling course, combined with analysis of words, is especially suited to the shorthand writer, because it gives him a knowledge and a command of words that would be impossible for him to acquire any other way in so short a time.

My students are taught the rapid handling of figures, and how to verify the results of their work. These rapid drills quicken the perception and enable one to think more readily and to act with a greater degree of precision.

Penmanship as I teach it is simple in analysis, muscular in movement and easily acquired by the student who has the desire to write well.

The School of Stenography presents a well-balanced, carefully planned course of study, equipping the student with the training necessary to obtain and hold a responsible position.

JOHN V. MASON



MOULDERS



HATTIE L. DIX. Shorthand.

An experienced teacher with an asset of service in preparatory schools before entering "B. & S." After a course of training here she was appointed secretary and office stenographer. Later she took charge of the elementary shorthand training where, she has met with

marked success. Miss Dix struck the keynote of Bryant & Stratton training when she said:

"I teach fundamentals."

The subject of shorthand is of especial interest to the twentieth century student. The mastery of a good shorthand system is a very valuable asset in any walk of life. I am pointing out a few facts concerning the Munson system of shorthand and the way in which I teach it.

Students entering the School of Stenography come directly under my charge for the first few weeks. I teach shorthand *fundamentals* and in my teaching the first consideration is accuracy. By constant drill for accuracy the student soon reads his notes with ease. Speed, both in writing and reading shorthand, logically follows.

The Munson shorthand is simple, legible and speedy. It is a standard Pitmanic system of proven worth, as a test of more than twenty five years in this school has verified. Our graduates obtain and hold positions of the highest grade and give satisfaction.



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I believe in Munson shorthand because it wears.

As an instructor in the School of Stenography I have direct charge of the assembly or study room. In this cheerful environment I am teaching punctuality and the value of the minute. The student is influenced, perhaps for the first time in his life, to fill the hours of the school day with honest work and to waste no time. I am teaching business ethics, courtesy and consideration for others. All these are essential parts of the training of any young man or young woman.

Above all I believe in the dignity of labor and the joy of a task well finished.

HATTIE L. DIX



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ANNIE E. SESSIONS.



Typewriting. A Bryant & Stratton graduate who has specialized in teaching typewriting. "Accuracy first", the heading Miss Sessions has used for her contribution, explains graphically the standard of the work done under her instruction.

"Accuracy first."

I have charge of the typewriting department and devote my entire time to securing work of one hundred per cent. grade from the students under my charge.

I am working in the most favorable surroundings. The typewriting department has the best possible equipment. Every machine is the latest standard model and is kept in splendid condition. The furnishings are those of the best business offices. The student uses a special adjustable typewriter chair. Stationery, carbons and type ribbons are the best. Ample light and plenty of room assist in developing good typewriting.

Under such favorable conditions teaching becomes a pleasure and students are stimulated to the best work.

I am teaching touch typewriting. It is the only method of operating a typewriter effectively. By "touch typewriting" I mean the ability to keep one's position on the keyboard and write accurately and rapidly while



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using the eyes for reading from copy. This necessitates a thorough knowledge of the keyboard. If there is any doubt whatever in the operator's mind as to the position of even one key that person is not an efficient operator.

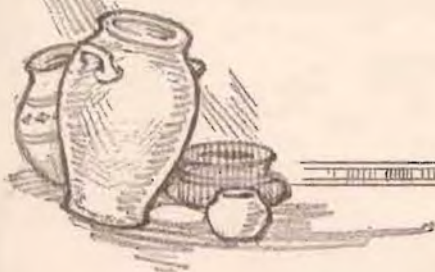
By steady drill I make sure that my pupils have an absolute knowledge of the keyboard. I teach them the working of the machine and the proper methods for its care. Then follows the training for accuracy.

I demand absolutely perfect copy. No excuse can be made for erasures, "strikeovers" or any other imperfections. The student once accustomed to this standard, shapes his work accordingly.

Speed follows accuracy but accuracy is not sacrificed for speed. It is entirely possible to secure the highest speed by insisting upon "accuracy first."

Typewriting as applied to all forms of business and professional work is taught here. I try to send out my students fully equipped for work of the highest grade.

ANNIE E. SESSIONS



MOULDERS

EDWARD. P. JENISON.



Instructor. A Bryant & Stratton graduate. Following his work here he prepared himself by general educational training for teaching. Specializes in bookkeeping, arithmetic, business law and penmanship. Mr. Jenison's testimony emphasizes the "man

building" value of our training.

"I know from actual experience—the value of Bryant & Stratton training".

I am an instructor in the School of Commerce. I know from actual experience as a former student of this school, the value of its training. I know that it wholly changed my ways of thinking and of living. It broadened my outlook and stimulated my ambition. It laid the foundation for a general educational training that prepared me to teach. In my work in the school I am endeavoring to follow out the Bryant & Stratton principles of integrity and efficiency.

In bookkeeping, my duty is to guide the student by personal teaching and careful oversight to a complete mastery of fundamental principles. "Accuracy first" is the key note here. Each step is carefully explained and impressed by repeated drills. Progress is purely an individual matter and depends upon the thorough understanding of the subject. This work demands tireless patience and rigid thoroughness.



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Fundamentals constitute the basis of my teaching in arithmetic. Ours is a clean-cut, definite course in *business* arithmetic. It eliminates doubt and confusion in the student's mind. It teaches positively. I begin at the bottom, establish the foundation and build thereon a definite structure of practical value. As I teach arithmetic it has an interest and a value to the student that he never knew before.

Instruction in commercial law is elementary. It is a concise summary of legal knowledge necessary to every business man. In this work my aim is to show the student how to keep out of trouble and to teach him when to consult a lawyer.

In penmanship work my object is to teach the student to write a plain, legible hand with ease and rapidity. This is done by constant individual instruction.

My work in the School of Commerce is thoroughly interesting. I believe it affords me the widest possible scope for originality and individual action. And, because Bryant & Stratton training has done so much for me, I am doing my best to teach these principles to others.

EDWARD P. JENISON



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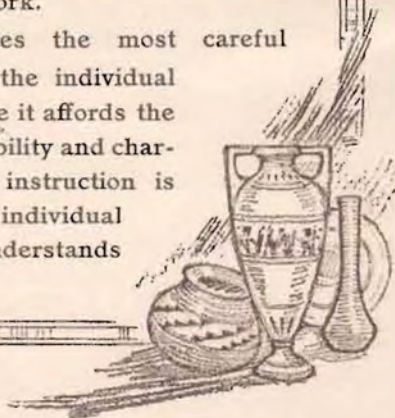
ISOBEL BEATON.
Instructor. Miss Beaton specializes in bookkeeping instruction. At the time of her graduation from this school she was selected as temporary assistant because of her excellent record. She has advanced to her present position by reason of good service.

"My work challenges my utmost ability."

My time is devoted to checking, auditing and recording the work of students in bookkeeping and instructing in the detail work of this subject.

Bryant & Stratton methods in teaching bookkeeping are different. There is no "key system" used nor does one student's work correspond in any respect with that of his neighbor. This is particularly true of the actual business practice where the student works entirely upon his own resources, guided always by an instructor, and progresses entirely according to his ability. At no time in the school year are any two students at the same point in their work.

This system requires the most careful attention to the work of the individual student. At the same time it affords the fullest knowledge of his ability and character. This system of instruction is elastic. It holds the individual until he thoroughly understands



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the work in hand. It permits the widest possible use of originality and allows him to advance as rapidly as he is able.

I believe in our methods of teaching book-keeping and accounting because they are up-to-date. Constant revision and change modernize our instruction.

The ten months allotted for the completion of the course of study of the School of Commerce are all too short for the work that must be done. We are not turning out a finished product in this short time but are forming and developing the business men and women of tomorrow.

I find that my work challenges my utmost ability. It demands concentrated attention and effort. I must enthuse the student as well as show him how work is done. In this manner, I am carrying out my conception of "The best in business education."

ISOBEL BEATON



MOULDERS

EDITH M. COLLINS.



Cashier. Following her graduation from the School of Stenography Miss Collins was selected as office stenographer and later became cashier. Her ideas merit the serious attention of any young woman about to enter a business office.

"I believe in and practice the 'square deal'."

The Bryant & Stratton office is really the clearing-house of the school's activities. I find my service behind the counter an experience both varied and interesting.

I am charged with the care of student accounts, the sale of supplies and the supervision of the stock room. I am accountable for incoming cash and for the necessary credit therefor. It is necessary for me to keep a watchful eye upon the many lines of supplies to avoid any sudden shortage. This work calls for system and accuracy. As a part of the day's work everything must check up and prove.

Office visitors are another responsibility. I must meet each caller, learn the nature of his business and see to it that he meets promptly the man in the office directly interested. In answering the telephone—an almost continual duty—I try to keep this phase of service up to the Bryant & Stratton standard of efficiency. These duties call for exercise of courtesy and tact.



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In contact with the students, in all their dealings with the business office, I believe in and practice the "square deal," exemplifying to the best of my ability, my idea of the service a young woman in a business office should give.

EDITH M. COLLINS



F. HELEN POTTER.
Stenographer. Every individual connected with the Bryant & Stratton Business College has his responsible part in the general plan. Miss Potter outlines her responsibilities in a very convincing way. She is a graduate of the School of Stenography and was chosen as office stenog-

rapher because of her excellent record as a student.

"I try to make my business life stand for—
Integrity."

Four years ago I was a Bryant & Stratton student, very ignorant of all business principles, but willing to learn. At the end of my course I was given the opportunity to assist in the business offices, first as a substitute and later permanently. And here, perhaps, is a good example of one of Mr. T. B. Stowell's precepts, "As we never know when we are making impressions on others we should at all times strive to have our work as nearly perfect as possible."

Today, my title is "office stenog-



MOULDERS

rapher." Not only dictation and type work fall to my lot, but various other tasks as well. I try to lend a hand wherever there is an opportunity.

I take care that the letters I write, that every bit of typewriting I turn out, represent the best work I am capable of doing, for I know that the institution is judged in part by letters that leave the office.

The publicity work carried on through the year claims much of my earnest attention. I must keep "The Record" mailing lists up-to-the minute. I see to it that each piece of mail matter that leaves the office is carefully addressed and is neat in appearance. It is my duty to turn out all messages to the public in a manner that will command attention and interest—publicity worthy of an institution with the reputation that the Bryant & Stratton Business College has gained.

Perhaps the greatest of my opportunities comes through personal contact with the student. From the time he enters the school and is introduced to the Bryant & Stratton family until he leaves to go into the business world—my duty is to help him in every way possible. And there are many little services possible that go to make the day more pleasant.

Above all things I try to make my business life stand for what Bryant & Stratton teaches—Integrity.

F. HELEN POTTER



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