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# Selected Major Issues in the Philosophy, Design, and Operation of a Simulated Model Office

L. Wayne Beers

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SELECTED MAJOR ISSUES IN THE PHILOSOPHY,  
DESIGN, AND OPERATION OF A SIMULATED MODEL OFFICE

by

L. Wayne Beers

B. T. (Commercial), University of New Brunswick, 1968

An Independent Study

Submitted to the Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the Degree of

Master of Science

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1970

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This independent study submitted by L. Wayne Beers in partial fulfillment of the requirements for the Degree of Master of Science in the University of North Dakota is hereby approved by the Committee under whom the work has been completed.

Wilmer O. Maedke  
Wilmer O. Maedke, Ph. D.

Permission

Title SELECTED MAJOR ISSUES IN THE PHILOSOPHY, DESIGN  
AND OPERATION OF A SIMULATED MODEL OFFICE

Department BUSINESS EDUCATION

Degree MASTER OF SCIENCE

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Date July 22, 1970

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## ABSTRACT

In many cases, past business graduates from secondary schools were unable to secure job-entry office positions due to their lack of business experience. Concern over this problem caused many business educators to seek improved methods of training for practical office work experience.

Today, much attention is being focused on the Simulated Model Office Method for work experience. However, simulated model office programs have been hampered by a lack of organizational principles concerning the philosophy, design, and operation of simulated model offices.

The problem in this study was threefold: (1) to determine the philosophy, design, and operation of model office simulation, as indicated in relevant business education literature; (2) to identify from this literature pertinent issues regarding model office simulation; and (3) to investigate the attitudes of Canadian business educators towards selected issues concerning simulated model office instruction.

Eighty Canadian business educators participated in the study. The researcher found that simulated model offices are used in many high schools, particularly in the provinces of Ontario, Saskatchewan, and Alberta.

The study revealed almost unanimous agreement (80 to 100 per cent) with each of the following:

1. A simulated model office should reproduce in the classroom those tasks and procedures that are representative of local offices in the community.
2. Published practice sets for simulated model office training are not preferred by a significant majority of the respondents.

3. Model office simulation should be concerned with creating a variety of job situations encountered by an office worker in a specific POSITION.
4. The following facilities, systems, or items should be placed within a simulated model office: telephones, paper cutter, stencil duplicator, spirit duplicator, photo copier, electric typewriters, legal-size file cabinet, alphabetical file system, and a transcribing machine.

The following items received less than a 50 per cent majority, and could be considered highly controversial:

1. How many periods per week, and what length of period should be devoted to simulated model office instruction?
2. What proportion of the school year should be devoted to model office simulation?
3. The following facilities, systems, or items should be placed within a simulated model office: fixed partitions, movable partitions, carpeting, imitation flowers and planter, inter-com system, switchboard, time-clock, letter-size file cabinet, geographical file system, bookkeeping machine, full-keyboard adding-listing machine, rotary calculator, electronic calculator, postage meter, addressograph, offset duplicator, collator, electric stapler, coffee percolator, cheque protector, and copyholder.

Based on the findings of this study, the significant conclusions are:

1. A simulated model office complements, rather than replaces the Cooperative Office Work Experience Program.
2. The Concurrent Operations Plan lends itself to realistic model office simulation experiences.
3. Canadian business educators prefer one general model office simulation that can be applied to all students--bookkeeping, clerical, and secretarial.

CHAPTER I  
INTRODUCTION

One thorn of experience is worth a whole wilderness of warning.  
--Lowell

In many cases, past business graduates from secondary schools were unable to secure job-entry office positions due to their lack of business experience. Concern over this problem caused many business educators to seek improved methods of training for practical office work experience.

Many knowledges and attitudes can be learned from books, visual-aids, and teachers. However, experience can only be learned by doing. Cooperative Office Work Experience Programs are fulfilling students' needs in some high schools. But in small communities without large offices, it may be impossible to arrange such programs.

Today, much attention is being focused on the Simulated Model Office Method for work experience. The purpose of creating simulated offices in high school classrooms is to provide experiences that will speed the student's adjustment to his first real job.

Generally, simulated model office programs have been hampered by a lack of published materials, manuals, research, and trained teachers.

Hanson substantiates this view when he states:

There is a very short supply of teachers who know the techniques of simulation . . . few sources of simulation materials . . . and few teacher training institutions offering methods courses in teaching simulation.<sup>1</sup>

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<sup>1</sup>Garth A. Hanson, Practicum for Simulated Methods in Office Occupations Education (Washington, D. C.: U. S. Department of Health, Education, Welfare, Office of Education, Bureau of Research, June 1969), pp. 3, 4.

These deficiencies have resulted in a lack of organizational principles concerning the philosophy, design, and operation of simulated model offices.

#### Statement of the Problem

The problem in this study was threefold: (1) to determine the philosophy, design, and operation of model office simulation as indicated in relevant business education literature; (2) to identify from this literature pertinent issues regarding model office simulation; and (3) to investigate the attitudes of Canadian business educators towards selected issues concerning simulated model office instruction.

#### Need for the Study

Based upon an increased interest in simulated office programs, it seems likely that a body of knowledge is being accumulated. Articles have been written by business educators expressing opinions regarding simulated model offices. Model office simulation is an important facet of the business education curriculum of many high schools; therefore, the findings of this study can be of value to interested business educators. The need for the study is apparent, since model office simulation is a relatively unresearched area of growing significance in business education.

#### Purpose of the Study

As a result of the growing importance of model office simulation, it was anticipated that this study would provide an overview of issues

and problems that pertain to the establishment and operation of a simulated model office.

#### Delimitations

This study was delimited in the following manner:

1. All issues were selected from pertinent business education literature;
2. The survey sample was restricted to 100 Canadian schools;
3. Only English-speaking schools were included in the sample;
4. The provinces of Newfoundland, Nova Scotia, and Prince Edward Island were excluded from this study. (Letters forwarded to Supervisors of Business Education for these provinces revealed that no model offices existed in provincial secondary schools.)

#### Limitations

This study was subject to the following limitations:

1. Major issues were selected on the basis of the researcher's own opinion and judgment.
2. Fifty-nine (seventy-four per cent) of the respondents were located in Ontario.

#### Definition of Terms

The following terms are defined as they pertain to this study:

##### Behavioral Objectives

A terminal behavior that is used to measure the success or failure of new learnings is referred to as a Behavioral Objective.

### Block-of-Time

A system of scheduling office instruction into a single block of two or three consecutive periods daily, under the direction of one teacher, thus providing a maximum degree of instructional flexibility, is referred to as a Block-of-Time.

### Concurrent Operations Plan

This model office work flow plan functions on the basis of a systematic rotation schedule. If there are six stations in the office, all six jobs are in operation at the same time, and are integrated with one another. At the end of each rotation, all students will move to other positions. At the conclusion of the rotation schedule, all students will have worked in each office position.

### Consecutive Operations Plan

As a battery-type method, the Consecutive Operations Plan includes the same number of work positions, and it benefits as many students as the Concurrent plan. However, all students perform the same task at the same time, with no integration of job activities. Published practice sets are often used in the Consecutive Operations simulated model office plan.

### Cooperative Office Work Experience Program

Cooperative Office Work Experience is a program for senior students who receive part-time office work experience in conjunction with their regular school education. It provides reciprocating study in school and

the business office. The two experiences are coordinated so that each one will make a direct contribution to the student's total educational development.

#### Directed Model Office

A Directed Model Office is based upon practical work experience that office students can obtain within the school, by completing work assignments for teachers, school administration, school clubs, and outside organizations.

#### Performance Goals

A performance goal is a precisely stated objective based upon an evaluation of a learner's acquired knowledge, and is prescribed for the purpose of specifying new knowledges, understandings, and skills that will result in the attainment of a particular objective or terminal behavior.

#### Simulated Model Office

A simulated model office is the term given to a physical (real) office which is reproduced in a classroom situation, to reflect a realistic office environment, actual office working documents, equipment, and circumstances.

#### Systems Approach

The systems approach is an interrelated cyclical philosophy, structured around flexible performance goals that are designed to achieve

specified objectives. Inherent to any "system" is the provision for a continuous feedback of evaluation and analysis that will determine whether the system's goals are actually being achieved.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

Experience is the Extract of Suffering  
--Arthur Helps

Chapter II is devoted to a review of literature which pertains to model office simulation. The literature is classified according to: (a) Philosophy; (b) Design and Operation; and (c) Summary of Selected Issues. Only that literature which contributed towards an understanding and definition of these classifications was reviewed.

#### Philosophy

A simulated model office will create a realistic office situation within the school, in which the student is given an opportunity: (1) to work under pressure; (2) to plan, organize, make decisions, and to learn the results of his actions; (3) to apply previously learned knowledges and skills to realistic office situations; (4) to become aware of the human interactions that are involved in working with others; and (5) to participate in the overall system of an office, by understanding the relationship of individual departments to the company as a whole.

Model office simulation seeks to create an artificial office environment for the student. Within this atmosphere, the student decides what activities have priority, and he accordingly plans, initiates, coordinates, and evaluates his own solutions for each job situation. This is the fundamental philosophy of model office simulation.

It should be emphasized that simulation does not involve imaginary

tasks. The philosophy of realism is underscored by Hanson and Parker when they remark:

It is a real organization of students formed under the direction of the teacher which carries on integrated office functions (correspondence, order processing, telephone techniques, payroll, etc.) at a level of intensity and in a facility which corresponds very closely to those of a typical business office.<sup>1</sup>

Thus, a simulated office could be carrying on the work of a real business office. The use of a productive work situation, as a laboratory controlled and supervised within the school, aims to provide educational experiences that are not obtainable within the traditional school classroom. The simulated office is expected to be a source for gaining knowledges, as well as a vehicle for applying and testing what has been learned in the classrooms.

#### Forms of Simulation

Simulation in office education can take many forms, depending on the individual teacher's philosophy. For example, task simulation is advocated by some business educators. In such a case, the student projects himself into an office situation, where he is concerned with the elements of carrying out a specific job. Other teachers support position simulation, whereby the student assumes specific training positions such as that of an accounting clerk.<sup>2</sup>

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<sup>1</sup>Garth A. Hanson and E. Charles Parker, "Simulated Work Experiences for Prospective Business Teachers," National Business Education Quarterly, Winter, 1969, p. 25.

<sup>2</sup>Dolores Kilchenstein, "Simulation in Business and Office Education," Business Education Forum, February 1970, p. 7.

Many simulated offices are set up with a formal organizational structure from top level management positions down to the various types of clerks. Modern office furniture and equipment are installed to create a realistic setting, so designed as to stimulate a proper flow of work within the office.

#### Simulation is Based on Local Office Needs

To meet the needs of each community, the business teacher must determine what businesses his classes should simulate. The decision should be based on office employment opportunities within the community the school serves. Simulation serves to bring the office to the student, so that when he secures actual office employment after graduation, he will have to face little adjustment to the job. Claire Lynch supports this view by stating:

. . . [simulated model offices] are designed and operated to produce an employee who readily and immediately adapts to the office climate, rather than a student who has passed certain courses which qualify him . . . to seek employment.<sup>1</sup>

Since the simulated experience serves to bridge the gap between the school room and the employment market, classroom and model office activities should be related to similar operations and tasks performed in the local business offices.

Effective model office simulation will require a teacher who possesses an in-depth understanding about basic office procedures acquired

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<sup>1</sup>Claire Lynch, "Ohio Brings the Office to the Student," Business Education Forum, February 1970, p. 17.

through actual business experience. In order to create realistic simulation experiences, the teacher should be able to project himself into the situations which will confront his students in the world of office work. This occupational experience will be reflected in the learning experiences that he will design for model office simulation. A community survey is an excellent technique for gathering pertinent information regarding employment opportunities and types of training needed to accommodate these opportunities. A follow-up of graduates and employers can reveal those tasks or positions which might be incorporated into the school's simulation activities.

#### Simulation is Work Experience

Knowing what to anticipate as a beginning office employee will facilitate a student's adjustment to his first actual employment situation. Fred Archer views a model office as the only way to give a student a real taste of the working world as a terminal experience, before the school graduates the student into the business community.<sup>1</sup>

In some cases, opportunities for either the cooperative office work experience program, or the directed work experience program are not available to students in schools located in extremely small communities. In such situations, the simulated model office plan can be an excellent

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<sup>1</sup>Fred C. Archer, "Simulated Experience: The New Element in Office Practice," Business Education World, October 1969, p. 9.

vehicle for providing work experience. When it is impossible for these high schools to provide on-the-job training, a model office set up within the high school can answer the need for work experience training. Farrell<sup>1</sup> used the model office device to provide practical office experience for her students in a similar situation.

### Individual Differences

The Simulated Model Office is a flexible teaching device that can supplement and complement the abilities and interests of all students. As a purpose-centered curriculum aid, it is committed to a genuine consideration of differences among individuals. The office activities are entirely under the instructor's control, and can be readily changed with few administrative complications. Therefore, a simulated office can be controlled at any time for educational purposes, and the teacher can do whatever he feels is educationally sound.

Hanson and Parker<sup>2</sup> have summarized the merits of simulation as follows:

- (a) The motive of simulation is education.
- (b) A good simulation is based on actual office procedures.
- (c) Evaluation can be done under classroom conditions.

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<sup>1</sup>Gertrude M. Farrell, "Can't Have a Work Experience Program? Try a Model Office Instead," Business Education World, September 1964, p. 22.

<sup>2</sup>Hanson and Parker, National Business Education Quarterly, p. 33.

- (d) A good simulation program can provide actual office experiences under familiar conditions of the student.
- (e) Simulation experiences can be evaluated in the classroom much more effectively than can other types of office experience programs.

#### Human Relations Aspects

The human relations aspects of office employment call for an understanding and appreciation for the wishes of people. More office employees lose their jobs over personality and human relations conflicts than any other cause. Individual office workers are not free to do whatever they choose. Rather, each worker must adjust himself to established procedures which are in harmony with the groups' norms and the requirements of the job. A person who has learned to accommodate himself to one office situation usually can accommodate himself to another. This is the basic reasoning behind the office experience prerequisite for office employment.

Model office simulation requires good human relations. Since simulation emphasizes group learning, students actually learn to work effectively with one another. As a result of this type of learning, the members of the group must perceive the model office as an inter-related system of individuals. The model office provides an opportunity to develop efficient work habits as well as instilling the importance of getting along with co-workers.

### Office Simulation as a System

In modern office operations, documents and business papers flow according to carefully designed systems. A good simulated model office will teach the student to realize that typical office operations channel paper through a succession of work positions to completion. Accordingly, business papers and procedures must be presented as a part of the cycle of operations to which they belong. Students should understand the system with which they are working--where the paper comes from, and where it will go after they work on it. An inherent aspect to any system is people--human relations. Fred Archer states:

The trouble with systems is people. Systems depend upon people at certain critical points--and people often fail to perform as expected. Systems also falter or break down when people with special problems must be accommodated.<sup>1</sup>

The implication that Archer is presenting to business educators is that model offices can prepare students to work with systems and people--to see that the intended objective is achieved. The systems concept extends the learning potential of students beyond the basic skills of typewriting, shorthand, and bookkeeping, by including a knowledge of relationships and highly desirable understandings. No longer can schools provide a business education curriculum based on a disconnected smattering of isolated business courses, but rather their course work must be related to employment opportunities as they exist in community offices. Model office simulation can be an effective technique for achieving this goal.

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<sup>1</sup>Fred C. Archer, "Follow Through," Business Teacher, March--April 1967, p. 22.

### Design and Operation

A simulated model office provides each student with the opportunity to coordinate all his skills, knowledges, personal traits, and human relations abilities. It should teach workers to be cooperative, industrious, dependable, and responsible. At the same time, it should train them to be accurate and productive on the job. Simulation experiences should vary in instructional content according to the needs of the office community.

Since the design of a model office is contingent upon the method chosen for simulation, it was necessary to survey the relevant literature to ascertain simulation plans of operation. The related literature revealed two common plans of operation--i.e., the Concurrent Operations Plan and the Consecutive Operations Plan.

#### Consecutive Operations Plan

For the most part, published model office practice sets follow the Consecutive plan. Such sets fulfill the requirement for individual differences, but are quite inadequate in providing for human relations skills and knowledges. Since all students use the same practice set on a battery-plan basis, they proceed through the assignments in the same order. Using the papers that the student himself prepares, he proceeds from one job activity to the next. The jobs and activities are not interrelated with those jobs performed by other students in the class. Such a plan provides maximum teacher control and supervision. Further, under the Consecutive plan, work flow stoppages and other irregularities



do not become a teaching problem, since the entire class is working on one thing at the same time.

#### Concurrent Operations Plan

Student interaction under simulated working conditions is best achieved by the Concurrent Operations Plan, since its organization is based upon interdependence and teamwork. It involves a separate work station for each pupil, although several students can be located at any one work position. Students rotate from position to position at regular intervals. Archer feels that the Concurrent Plan requires a great deal of teacher preparation and student orientation:

When the model office is set up, the teacher has to conduct a full tour of all stations, lay all essential groundwork, issue different materials and supplies to each group, and demonstrate procedures to each group in turn.<sup>1</sup>

The choice of plan to use in a school should be made on the basis of the degree of realism desired. Also, the amount of teacher preparation time available, class size, material costs, and the amount of student time that can be devoted to the simulation cycle are other factors entering into a decision. Archer further states that the Concurrent plan is an easier plan:

The administrative, supervisory, classroom management, learning sequence, and teacher load implications of the consecutive plan make it a likely wise choice for the office practice teacher who wants to introduce a model office activity in the office practice class.<sup>2</sup>

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<sup>1</sup>Fred C. Archer, "Selecting a Model Office Plan," Business Teacher, March--April 1968, p. 26.

<sup>2</sup>Ibid.

However, most of the literature surveyed by the researcher indicated that the Concurrent Operations Plan was a more relevant method in terms of educational merit. Basic to the learning processes that simulation experiences are founded upon, are the concepts of a realistic business atmosphere, production, time, mechanization, and costs. Business is intensely dynamic, and if schools are to simulate the rapidly changing world of business successfully, then its simulation must be experimental and experiential. The great interdependency of human beings in the office environment, each carrying out separate functions in a spirit of cooperation to attain a mutual goal is the prime task of a simulated model office. Each office employee depends on others to generate source data. The simulated model office must create a real atmosphere, where the student responds to demands which impose upon his previously acquired knowledges and skills, in relation to his ability to work cooperatively with others in completing assigned tasks. Carolyn Ringeisen comments:

The theory of the model office is to provide opportunities for the integration and application of knowledges and skills in a real-life situation. The model office places the student in a situation requiring application of all his capabilities.<sup>1</sup>

Obviously, only the Concurrent Operations Plan lends itself to a more realistic simulation. Accordingly, the remainder of this chapter will be devoted to this method of simulated model office instruction.

#### Block-of-Time Approach

The block system of scheduling is an ideal administrative tool for

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<sup>1</sup>Carolyn Ringeisen, "A Model Office in the High School," Business Education Forum, October 1969, p. 23.

purposes of model office simulation. When one teacher is responsible for all the instruction in a two- or three-hour block of time, the instructor has a considerable degree of latitude regarding allocation of time. Since simulation takes some time to set up and take down, most writers indicated that at least a two-period block of time scheduled back-to-back without interruption was a minimum simulation time prerequisite. Hanson and Parker were most emphatic when they stated:

Have at least a two-period block of time where you have the same students for both periods. The periods need to be back-to-back without interruption. With only one period, the students just set up when it is time to put things away.<sup>1</sup>

Learning under the block-time approach can be organized to meet the needs of students and teachers, by enabling four types of learning or teaching situations: (1) initial instruction via traditional teaching methods; (2) development and refinement of advanced skills; (3) application and production work involving problem solving activities; and (4) simulated office instruction. An enthusiastic endorsement of the block-time approach comes from Josephine Sawaia:

It stresses learning the why of operations; encourages transfer of learning through various types of exercises where the concept is applied; provides many opportunities for developing creativity and imagination through problem solving; allows time in class for each student to undertake individual projects, integrated activities or simulated tasks within his area of interest; and reading in trade and business periodicals and reference texts.<sup>2</sup>

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<sup>1</sup>Hanson and Parker, National Business Education Quarterly, p. 32.

<sup>2</sup>Josephine Sawaia, "Block Time Approach Meets Students Needs," Business Education Forum, February 1970, p. 11.

Simulated Model Office activities operated under the block-of-time scheduling system enables the instructor to design procedures in the class that are more like those of an office, rather than those of a classroom. Students are able to organize their time according to assigned tasks. To allot their time properly, students must make decisions--decisions for which each student alone is responsible. Funk, McBeth, and Poland endorse the block plan:

The block program uses two or three consecutive class periods in the senior year to provide instruction that builds advanced skills, integrates realistic practice through projects in a simulated office environment, allows for flexibility to meet individual student learning needs.<sup>1</sup>

Integrated projects provide a series of business-like tasks to be completed by students. The simulated model office plan consists of a series of these integrated projects, which form a system. The systems approach requires an integration of flexible learning units by preparing detailed plans and techniques, that will result in the attainment of pre-determined objectives. An inherent aspect of the systems approach is the continuous and interacting feedback mechanism, which may be better labeled as "continuous evaluation" or "continuous knowledge of results." The block-of-time method enables teacher to employ the simulated model office as a systematic approach of teaching and learning office education.

#### Designing a Simulated Office System

In developing a simulated model office, the instructor will have to determine the terminal behaviors (behavioral objectives) desired from

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<sup>1</sup>Beverley Funk, John McBeth, and Robert Poland, "Vocational Office Block Program," Journal of Business Education, January 1969, p. 243.

each job situation that will be incorporated into the model office. Therefore, the selection of tasks, material, equipment, and physical facilities will depend upon the desired outcomes to a considerable extent. Performance goals will have to be designed that will require the student to identify his course of action, apply his solutions by performing his work, and finally evaluate the validity of his efforts.

Ringeisen<sup>1</sup> suggests the following procedures for developing a simulated model office using the systems approach:

1. Collect raw data from the world of work.
2. Convert the data into forms which are usable and realistic to the student.
3. Develop job positions essential to the functioning of the model.
4. Define the basic functions for each position.
5. Define the routine basic for each position.
6. Prepare a flow chart to portray relationships of jobs.
7. Prepare a job description and a job manual for each position.
8. Prepare a company manual giving background, setting, and general procedures.

A discussion follows which presents a summary of basic procedures which should be employed to create a simulated model office using the Concurrent Operations Plan and the systems approach.

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<sup>1</sup>Carolyn Ringeisen, "A Model Office in the High School," Business Education Forum, October 1969, p. 23.

## Procedures for Designing and Operating a Simulated Model Office

### Collecting Raw Data

An effective model office must simulate a real office. If the local high school is to provide for the requirements of its business community, then the simulation should be based on office experiences that the students will need for initial employment.

A thorough job analysis of the selected business office will require close cooperation between the school and the office management. The school will need to ascertain what the business operations are all about. Hanson claims that each office worker in the chosen office should be interviewed asking:

What do you do, what papers cross your desk, where do they go, what happens to them when they get there, what office equipment do you need to process them?<sup>1</sup>

The purpose of this office survey is to outline the actual office procedures as they are performed, and to collect actual samples of forms and other materials used to complete the office tasks.

### Converting the Data to the School Situation

Once this information has been collected, the instructor must decide what can be accomplished in the model office simulation. He must determine the simulation behavioral objectives, and set forth the relevant performance goals. As much as possible, he will endeavour to design business operations for simulation in a realistic manner.

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<sup>1</sup>Hanson, Practicum for Simulated Methods in Office Occupations Education, p. 42.

### Developing Job Positions

After the behavioral objectives have been established, simulated work positions must be created. It may be necessary to combine several jobs that were observed in the actual business office. If the school classes are large, it is advisable to create several "model offices." Hanson advises that model offices should be kept small, recommending simulation for no more than seven students.<sup>1</sup> If a class consists of more than seven or eight students, it should be divided for simulation purposes into two or three offices, rather than one large office of twenty to thirty students. If the office is too large, some students will tend to let "the other fellow do it."

Examples of possible student work positions for a retail store's office simulation are illustrated in Figure 1.

### Defining the Function and Routine for Each Position

The routine tasks of each position should be defined and related to the same function performed in the real office. The routines can be flow-charted to show the relationship to other positions in the model office. An example of such a flow diagram as it relates to the mortgage loan business is shown in Figure 2.

### Preparing the Company Manual Including a Description for Each Position

As each student assumes a simulated position, he should be provided with a manual which, in general terms, lists the duties and obligations

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<sup>1</sup>Ibid., p. 15.

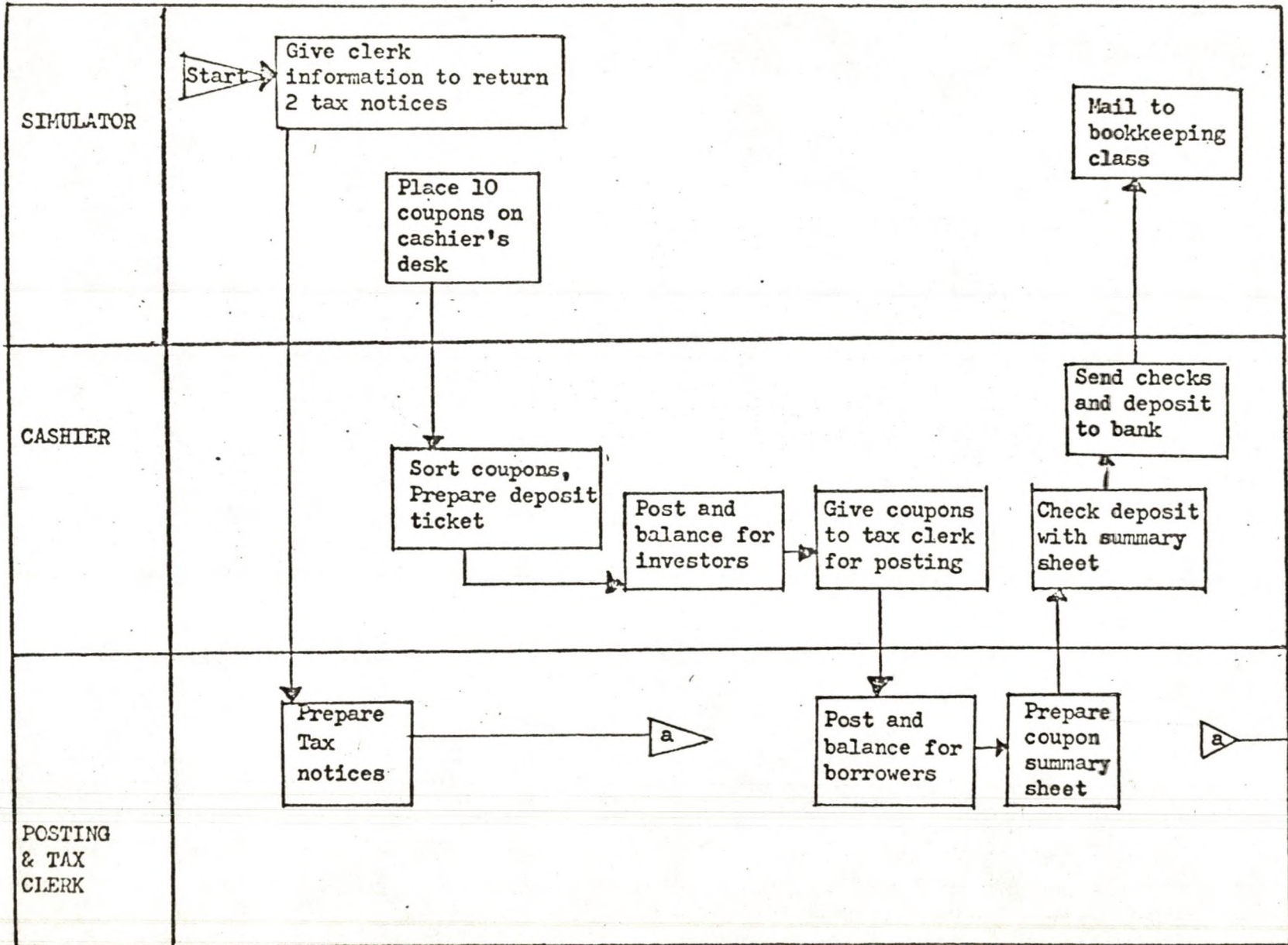
FIGURE 1

POSITIONS AND DUTIES FOR A RETAIL SIMULATED OFFICE<sup>1</sup>

Position	Duties
1. Supervisor	Check and sign all checks and purchase orders; Balance workload of office employees when needed; Make decisions regarding returns and adjustment; Evaluate performance of all employees; Dictate letters.
2. Executive Secretary	Take dictation and/or transcribe; Screen all calls and callers to the proper places; Duplication.
3. Receptionist-Switchboard Operator	Receive all incoming calls and callers; Direct all calls and callers to the proper places; Help out with typing when not busy (sales dept.).
4. Accounting Clerk	Handle and post all accounts payable records; Make out and mail checks for payment after supervisor signs checks; Compute payroll and write checks; Maintain payroll records; Type purchase orders.
5. Accounting Clerk	Handle and post all accounts receivable records; Balance and make all bank deposits and carbon copy to account payable and payroll clerk; Type purchase orders.
6. Sales/Clerk Typist	Sales--cash and charge--person, telephone, and mail; Petty Cash fund; Maintain perpetual inventory records and alert supervisor when orders are needed by sending a requisition.
7. Sales/Clerk Typist	Sales--cash and charge--person, telephone, and mail; Filing.
8. Simulator	Act out the script; Check bank deposits and mail; Compare checks received with purchase orders received earlier.

<sup>1</sup>Virginia Barger, "Office Simulation, An Effective Technique," The Balance Sheet, February 1970, p. 260.





POSITIONAL FLOW DIAGRAM

FIGURE 2

of his position. The booklet should outline each office procedure in detail, and provide a complete operational outline for each function as performed in the model office. Of course, students will be encouraged to use the manuals as much as possible when they have questions regarding the simulation.

#### Developing a Simulation Script for Each Position

As the students rotate through each of the positions, their tasks should be outlined in the form of a script. An example of a typical script was prepared by Frisch<sup>1</sup> as early as 1947. The simulator portion of one of his scripts follows:

You will place six customers' orders each day in person, by letter, telegram, order blank, or by telephone as indicated in the list to be given to you by your instructor . . . You will mail to the General Products Company, four checks each day from various customers of ours . . . You will make three customers' complaints each week . . . [etc.]

#### Plan Evaluation and Debriefing Procedures

The systems approach calls for a feedback mechanism. If the simulated model office is to function as a bona fide system, then it must provide evaluation features. Hanson and Parker<sup>2</sup> make these evaluation suggestions:

1. Have the students make carbon copies of all typewritten work they do. Place the copies in the outbaskets to be picked up and placed in a file with their name on it. Periodically, the instructor can evaluate that file as

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<sup>1</sup>V. A. Frisch, The Organization and Operation of a Clerical Practice Laboratory, Monograph 68 (Cincinnati: South-Western Publishing Company, June 1947), pp. 10 - 11.

<sup>2</sup>Hanson and Parker, National Business Education Quarterly, p. 30.

to quantity, quality, efficiency, and completeness.

2. Have the office supervisor evaluate every worker under his supervision periodically.

A very valuable learning and evaluating device, is the debriefing process. Occasionally, the instructor will call the students together in various groups and requests them to comment on the simulation, stressing the problems that have arisen, and how they should be corrected. It is important that office concepts be discussed as they happen. Hence, a debriefing session could be held on an individual, group, or class basis whenever required.

#### Physical Facilities

Most writers were unanimous in their opinions regarding the task of a model office--to duplicate in the school the office tasks of the business community in a realistic and meaningful physical setting. According to Jacobson, the model office must create the office atmosphere in fact as well as in the mind of the student.<sup>1</sup>

An ideal simulated office will consist of partitioned offices, desks, electronic calculators, telephones, electric typewriters, and other ultra-modern office equipment. With much improvisation, however, successful simulations can be operated with only typewriters, tables, and chairs.<sup>2</sup> An adequate telephone system will provide one telephone for each desk. Partitions are necessary to create a real office atmosphere,

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<sup>1</sup>Arnold Jacobson, "Office Occupations Laboratory," The Balance Sheet, January 1969, p. 209.

<sup>2</sup>Hanson and Parker, National Business Education Quarterly, p. 32.

but a simulated model office can be used without the necessity of purchasing a great deal of expensive equipment.

Simulated model office rooms are intended to teach office-like tasks which are integrated from one work position to other job positions. Accordingly, the interrelated learning tasks will require an arrangement designed on the basis of the tasks and experiences that are incorporated into the simulated office. Work should flow efficiently across, through, or around the facility. Merle Wood<sup>1</sup> comments: "There must be a place where a job begins, and where it is either mailed out or filed."

It is doubtful that the near future will bring forth a clear-cut design, because of differences in preference, local job conditions, available equipment, and funds, that will vary from community to community.

#### Summary of Selected Issues

The review of related literature reveals some disagreement as well as agreement among business educators pertaining to simulated model offices. Opinions of various writers have been presented to indicate that disagreement does exist as to the philosophy, design, and operational phases of model office simulation. Hence, the investigator chose the following selected issues for his Canadian survey:

1. National Versus Regional or Local Office Simulation. Should a simulated model office be patterned after national, regional, or local

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<sup>1</sup>Merle Wood, "Facilities and Layout," The Office Practice Program in Business Education, Volume 43 of the Eastern Business Teachers' Association Yearbook (Somerville, N. J.: Somerset Press, 1970), p. 128.

office conditions? Archer lends support to local simulation when he writes: ". . . relate school work assignments to similar operations and activities performed in the local employment market."<sup>1</sup>

Other business educators feel that office simulation could be conducted within a regional framework. Hanson writes:

Mobile Office Education will operate on a full-time schedule under an experimental office-simulation program specially devised with the cooperation of four school districts in central and southern Utah.<sup>2</sup>

Blackstone would like to see simulation based "upon the needs and opportunities of the employment market, projected development, and to provide a balanced program . . . in support of the economic . . . needs of our Nation."<sup>3</sup>

2. School Scheduling for Simulation. How long will it take in a simulated model office environment to give students the knowledges, skills, and attitudes necessary for minimum job competency? Some business educators recommend a concentrated one-term simulation under a block-of-time approach. Others believe that it will take one full school year to provide this experience. Still, others contend that as

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<sup>1</sup>Fred C. Archer, "Get Started on Simulated Experience," Business Education World, November 1969, p. 9.

<sup>2</sup>Garth A. Hanson, "Innovations in Business Education: MOE--Utah's Roving Laboratory," Business Teacher, June 1969, p. 16.

<sup>3</sup>Bruce I. Blackstone, "Dynamics of Education for Office Occupations," Practicum for Simulated Methods in Office Occupations Education (Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, June 1969), p. 62.

much time as possible under a flexible timetabling approach should be devoted to model office simulation.

Virginia Barger does not agree with those who believe that model office simulation should be a lengthy one, "During the last nine weeks of the office practice course, students work in the simulated office lab."<sup>1</sup>

3. A simulated Office Plan Versus a Cooperative Office Training Plan. Is a cooperative office work experience program necessary if a simulated model office is provided in the school?

The pressure of an office may be incorporated in either the simulated office within the school . . . or the local business establishments may be used for the preparation of students.<sup>2</sup>

The above statement by John D. Lee emphasizes the importance of either learning experience. On the other hand, Waterman emphasizes the view that cooperative office work experience is essential: "At its best, the classroom is far from the real office situation."<sup>3</sup> Hanson and Parker support both forms of experience as a unit: "Simulation can be successful in connection with cooperative office education programs."<sup>4</sup>

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<sup>1</sup>Virginia Barger, "Simulation Provides Better Preparation for Office Employment," Business Education Forum, February 1970, p. 14.

<sup>2</sup>John D. Lee, "Bridge the Gap Between School and Business World," The Balance Sheet, December 1968, p. 166.

<sup>3</sup>Evelyn G. Waterman, "Educational Values of Work Experience Programs," American Business Education, December 1958, p. 95.

<sup>4</sup>Hanson and Parker, National Business Education Quarterly, p. 33.

4. Teacher-Made Practice Sets Versus Published Practice Sets. In the seemingly never-ending conflict to reduce teacher preparation time, the desire for professionally prepared simulation practice sets became an inevitable request. Many business educators favor teacher-made practice sets that are based on local office situations, and designed to bring local offices to the student.

Archer disagrees, however, when he indicates: "The key to individualization of the simulated experience is the use of the consecutive-type practice set."<sup>1</sup>

5. General Simulation Versus Specific Simulation. How many model office simulations should be provided? Should there be a separate simulation for shorthand, bookkeeping, and clerical students? Certain groups of business educators believe that one general model office simulation is sufficient to meet the needs of all business students. Another group thinks that there are sufficient differences between the various business education curricula to justify separate simulations. For instance, Lee believes that separate sequences are desirable for simulation purposes: "Ideally, a sequence should be established for each occupational area . . ."<sup>2</sup>

6. Task Simulation Versus Position Simulation. Should model office simulation be designed on the basis of tasks to be performed, or of positions to be filled? Most simulated office operations have a chain

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<sup>1</sup>Fred C. Archer, "Get Started on Simulated Experience," Business Education World, November 1969, p. 9.

<sup>2</sup>John D. Lee, "Vocational Office Education . . . Indiana Style," Business Education Forum, February 1970, p. 14.

of command that can be classified as position simulation. Further, many business educators stated a preference for the systems approach, which is based upon position simulation. However, Farrell supported task simulation: ". . . each student would spend part of her day . . . typing, duplicating, and performing other office duties."<sup>1</sup>

#### 7. Nature and Extent of Facilities for Model Office Simulation.

All writers indicated that an ideal simulated model office should be as realistic as possible. The school room should assume the appearance of an actual office, in so far as finances would allow. Hanson and Parker are very idealistic:

There is a telephone system within the room which is connected to a tape recorder, so that students can listen and learn from their own conversations. There are electric typewriters, electric ten-key adding machines or calculators, a filing cabinet, some dictating machines with corresponding transcribers, in and out baskets, office style furniture, and carpeted floors whenever possible.<sup>2</sup>

John Forte<sup>3</sup> points out that a model office plan can be used without the necessity of purchasing a great deal of expensive equipment. His model office consisted of fourteen different companies, ranging from a bank to a real estate office, using the following facilities: type-writing room, 200 file folders, one roll of folder labels, and two boxes of paper clips.

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<sup>1</sup>Gertrude M. Farrell, "Can't Have a Work Experience Program? Try a Model Office Instead," Business Education World, September 1964, p. 22.

<sup>2</sup>Hanson and Parker, National Business Education Quarterly, p. 25.

<sup>3</sup>John Forte, "A Model Office on a Shoestring," The Balance Sheet, November 1969, p. 116.



## CHAPTER III

### PROCEDURES

Experience is the best of school masters . . .  
--Carlyle

This chapter contains an explanation of the procedures and methods used to gather and to measure responses by Canadian business educators, concerning issues related to simulated model office instruction. It explains the research method, data gathering procedures, and the treatment of the respondents' data.

#### Research Method

Since this portion of the study involves the gathering of existing opinions and attitudes, it may be defined as a descriptive survey or status study.<sup>1</sup> For constructive evaluation of various aspects of simulated instruction, a survey provides a practical frame of reference in describing present simulation attitudes and procedures, or in investigating the probability of instituting a new simulated model office program.

#### Data Gathering Procedures

After a thorough investigation of relevant business education literature, the researcher compiled a questionnaire regarding selected model office issues. The selection of a specific issue was founded on the premise that it would result in a conflict of attitudes and opinion

On March 20, 1970, a letter was forwarded to provincial and city

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<sup>1</sup>Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century Crofts, Inc., 1954), p. 549.

supervisors or consultants of business education located throughout all Canadian provinces (see Appendix A). The purpose of this letter was to identify those secondary schools and teachers who are presently employing the model office instructional device. By April 10, 1970, a total of 116 schools, teachers, or administrators were identified across Canada. Supervisors of Business Education for Newfoundland, Nova Scotia, and Prince Edward Island indicated that no model offices existed in provincial secondary schools. Accordingly, these provinces were excluded from the study. Since the vast majority of schools employing the model office technique were located in Ontario, the researcher randomly eliminated sixteen Ontario schools to reduce the total sample size to 100. This was accomplished by omitting every fourth Ontario school.

On April 15, 1970, a letter (see Appendix D) and a five-page questionnaire (see Appendix E) were mailed to the selected schools, teachers and administrators. Before three weeks had elapsed, 59% responded. A follow-up letter (see Appendix F) and questionnaire were sent to those individuals from whom no reply had been received. The time limitation for respondents to be included in this study was set at May 29, 1970. By this date, approximately 80% had responded. A list of the respondents is included in Appendix G.

#### Treatment of Data

Four separate tally records were established for the data: (1) Canada, (2) Western Canada, (3) Ontario, and (4) Eastern Canada. Western Canada was defined as that portion of the country located west of the

Ontario/Manitoba border, and Eastern Canada as that part of the country located east of the Ontario/Quebec border.

The tabulation of the data was accomplished and the replies to the questions were carefully studied. The responses were summarized individually for each issue regionally and nationally. A number of respondents expressed various opinions in addition to supplying the requested information for those items listed on the questionnaire. These opinions were tallied separately.

A detailed analysis of the data and comments pertaining to the individual issues appears in Chapter IV. The individual check-list issues may vary in percentage of response. This depends upon the completeness of each check-item in relation to the total returns of the questionnaire.

No questionnaires were eliminated from the tabulations in this study.

## CHAPTER IV

### FINDINGS

Men are wise in proportion, not to their experience, but to their capacity for experience.

--George Bernard Shaw

#### Introduction

The data, comments, and interpretation of a Canada-wide survey in reference to the selected major issues in the philosophy, design, and operation of a simulated model office are presented in this chapter.

Included in the survey sample were 80 Canadian business educators, department heads, and school administrators. A regional breakdown of the respondents is included in Table 1.

TABLE 1  
REGIONAL BREAKDOWN OF RESPONDENTS

Region	Number	Per Cent
Western Canada	15	19
Ontario	59	74
Eastern Canada	<u>6</u>	<u>7</u>
Canada (Total)	80	100

It was requested of each respondent to give his name, title, school, and address on the cover page of the questionnaire. In addition, a definition for a simulated model office was offered, along with the

following two questions: "Are you currently using a simulated model office in your school? Yes \_\_\_ No \_\_\_," and "If you are not using simulation at present, do you plan to utilize a simulated model office in your school next year? Yes \_\_\_ No \_\_\_." The responses to these questions are indicated in Tables 2 and 3.

TABLE 2  
RESPONDENTS CURRENTLY USING A SIMULATED MODEL OFFICE

Respondents	Yes		No	
	Number	Per Cent	Number	Per Cent
Western Canada	6	40	9	60
Ontario	44	74	15	26
Eastern Canada	0	0	6	100
Canada (Total)	50	63	30	37

The data in Table 2 indicates that a definite majority of the respondents (63 per cent) were currently using a simulated model office. However, 15 of the 44 Ontario respondents indicated that their model offices were serving the clerical and stenographic needs of teachers and students. These respondents were operating a Directed Model Office, not a Simulated Model Office. Accordingly, a revised tally for Ontario and Canada follows:

	Yes		No		Directed Model Office	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Canada	35	44	30	37	15	29
Ontario	29	48	15	26	15	26

Therefore, on a regional basis, Ontario (48 per cent) led Western Canada (40 per cent), and Eastern Canada (0 per cent) with the use of simulated instruction.

TABLE 3

RESPONDENTS PLANNING TO INTRODUCE A SIMULATED  
MODEL OFFICE IN SEPTEMBER, 1970

Respondents	Yes		No	
	No.	Per Cent	No.	Per Cent
Western Canada	2	22	7	78
Ontario	3	20	12	80
Eastern Canada	3	50	3	50
Canada (Total)	8	30	22	70

Of those schools that were not presently employing simulation, Table 3 indicates that eight were planning to introduce it next fall. The greatest interest in simulation would appear to be in the east; however, this may be due to the fact that respondents indicated that no model offices exist in that region at the present time.

Six respondents indicated that they would agree with the researcher's definition of a simulated model office only if the following words were eliminated: "in a classroom situation."

Responses to Selected Issues

Each issue, in the form of a check-list statement as found in the questionnaire submitted to the respondents, is presented with responses nationally and regionally in tabulated form, to assist in clarifying the analysis of the data.

1. Check-List Statement. How Would you describe your reaction to a simulated model office?

Response Items	Canada		West		Ontario		East	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
(a) enthusiastic	50	63	7	46	40	70	3	50
(b) interested	24	30	6	40	15	24	3	50
(c) passive	1	1	1	7	--	--	-	--
(d) not interested	3	4	1	7	2	3	-	--
(e) opposed	2	2	-	-	2	3	-	--

Interpretation and Comments. An overwhelming majority of the respondents were enthusiastic or interested in model office simulation, both nationally and regionally. The passive, not interested, or opposed categories accounted for 7 per cent of the national respondents; 14 per cent of the western respondents; and 6 per cent of the Ontario respondents.

Most of the "enthusiastic" comments stressed the simulated model office advantages of teaching: initiative, self-confidence, accuracy, dependability, tact, and other like qualities. Several "enthusiastic" comments were qualified by statements similar to the following:

"Simulation requires a terrific amount of work, if it is to be meaningful."

Passive, not interested, or opposed respondents stated a definite preference for the cooperative office work experience program, rather than a simulated model office for work experience.

2. Check-List Statement. Do you agree with this statement? A simulated model office should reproduce in the classroom those tasks and procedures that are representative of local offices in the community.

Response Item	Canada		West		Ontario		East	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
(a) Yes	65	81	14	93	46	78	5	83
(b) No	13	17	1	7	11	19	1	17
Other	2	2	--	--	2	3	-	--

Interpretation and Comments. A very substantial majority of Canadian business educators, both nationally and regionally, favor simulation based upon local office requirements. This contrasts favorably with the related literature that lent support to local office simulation for instructional purposes. A few business educators who disagreed with



local simulation supported their contention with the fact that small schools do not have sufficient local business offices to provide local school simulation.

3. Check-List Statement. Indicate your preference as to the number of periods per week that you would devote to simulated model office instruction.

Periods Per Week	Canada		West		Ontario		East	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1	1	1	--	--	1	2	-	--
2	5	6	2	13	3	5	-	--
3	5	6	1	7	4	6	-	--
4	4	5	2	13	2	3	-	--
5	24	30	6	40	12	21	6	100
Other	41	52	4	27	37	63	-	--

Interpretation and Comments. The trend of opinions would indicate a very definite preference for flexibility in scheduling model office simulation. Forty-one (52 per cent) of the respondents indicated preferences for simulation ranging from one-half day daily for one year, to a two-month intensive exposure late in the school year. A tabulation of the "Other" responses follow (nationally):

1-day/semester	7
2-days (consecutive) per semester	6
3-days (consecutive) per semester	5
½-day daily for one year	4
1-full week per year	6
2-weeks (consecutive) per year	2
3-weeks (consecutive) per year	2
2-month intensive exposure late in the school year	3
various preferences	<u>6</u>
Total	41

Many respondents indicated that the total number of pupils in relation to the school facilities limited their degree of flexibility. Slightly less than one-half (18) of the "Other" respondents agree with the related literature. They recommended a concentrated one-term simulation under a block-of-time approach. Further, the related literature substantiated their preference for flexible timetabling in operating a simulated model office.

Another significant group of Canadian business educators (30 per cent) believe that simulation could be accomplished within the traditional five-periods per week scheduling. This indicates disagreement with the preference for flexible block-of-time scheduling desired by most writers of relevant simulation literature.

4. Check-List Statement. Indicate your preference as to the length of periods that you would devote to simulated model office instruction.

Length of Periods in Minutes	Canada		West		Ontario		East	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
20	--	--	--	--	--	--	-	--
30	2	2	--	--	2	3	-	--
40	4	5	1	7	3	5	-	--
45	13	16	1	7	11	19	1	17
50	9	11	2	13	4	7	3	50
60	14	18	6	40	7	12	1	17
Other	38	48	5	33	32	54	1	16

Interpretation and Comments. Fifty per cent (50 per cent nationally) of the business educators indicated that the length of school periods devoted to model office instruction should be forty, forty-five, fifty, or sixty minutes in length. Another very significant group (48 per cent nationally) advocated the block-of-time approach with a maximum degree of flexibility. The greatest demand for flexibility is reflected by the Ontario respondents (54 per cent); followed by 33 per cent of the Western respondents; and 16 per cent of the Eastern business educators.

These findings indicate substantial disagreement among many Canadian business educators pertaining to scheduling model office simulation. Further, one-half of the respondents preferred to operate their model offices within various traditional school scheduling systems; and another group preferred various flexible scheduling arrangements.

5. Check-List Statement. Indicate the statement that you agree with or most nearly agree with. (a) One class period is required to conduct daily model office simulation tasks; (b) Two class periods scheduled back-to-back are required to conduct daily model office simulation tasks; (c) Three consecutive class periods are required to conduct daily model office simulation tasks.

Response Item	Canada		West		Ontario		East	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
(a)	17	21	4	27	10	17	3	50
(b)	21	27	5	33	16	27	-	-
(c)	19	24	2	13	15	25	2	33
Other	23	28	4	27	18	31	1	17

Interpretation and Comments. This is a highly controversial issue, and no generalizations can be drawn from the opinions of the business education respondents. One class period had the greatest preference in the east, and the least desirability in Ontario. The "Other" comments basically supported the contention for maximum flexibility in a dynamic scheduling system. Moreover, the findings in this item do lend some support to business educators who have written articles endorsing a block-of-time approach to model office simulation.

6. Check-List Statement. Indicate your preference as to the proportion of the school year that should be devoted to model office simulation.

Response Item	Canada		West		Ontario		East	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
(a) one week	8	10	--	--	8	15	-	--
(b) two weeks	9	11	--	--	8	14	1	17
(c) one month	6	7	--	--	6	9	-	--
(d) one semester	22	28	8	53	11	19	3	50
(e) one year	17	21	4	27	11	19	2	33
(f) Other	18	23	3	20	25	25	-	--

Interpretation and Comments. The largest number of respondents (28 per cent) preferred a one-semester simulation time interval. Another substantial group of respondents (21 per cent) indicated a preference for a one-year simulation experience. Accordingly, slightly less than one-half of the respondents believe that simulation should cover a period of one semester or one year. Western (80 per cent) and Eastern (83 per cent) business educators disagreed with Ontario (38 per cent) respondents by a wide margin, as to preferences for a one-semester or one-year model office simulation.

Some of the respondents would like to offer different length model office simulations, depending upon available facilities. Typical of such comments were: "If we have time, lab facilities, and teachers, offer one year; otherwise, one semester." Other business educators preferred a balance between "practice office tasks" and background course work in secretarial, bookkeeping, typewriting, and related office

practice courses. Accordingly, for students who have a good background of business courses, a one- or a two-semester model office simulation is sufficient.

7. Check-List Statement. Indicate the statement that you agree with or most nearly agree with. (a) The cooperative office work experience program is essential when a simulated model office is used in the high school. (b) The cooperative office work experience program is desirable when a simulated model office is used in the high school. (c) The cooperative office work experience program is unnecessary when the simulated model office is used in the high school.

Response Item	Canada		West		Ontario		East	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
(a) essential	20	25	4	27	14	24	2	33
(b) desirable	56	70	10	66	43	72	3	50
(c) unnecessary	3	4	1	7	1	2	1	17
(d) Other	1	1	--	--	1	2	-	--

Intpretation and Comments. A great majority (70 per cent nationally) of business educators believe that a cooperative office work experience program is desirable, but not essential, when a simulated model office is used in the high school. A very small percentage (4 per cent) believe that a program of this type is unnecessary.

8. Check-List Statement. Does your school use published practice sets for simulated model office training?

Response Item	Canada		West		Ontario		East	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	10	11	1	7	7	12	2	33
No	70	89	14	93	52	88	4	67

Interpretation and Comments. A very pronounced majority (89 per cent) of the respondents do not use simulated model office practice sets in their schools. The minority of schools that did use practice sets indicated that only isolated portions of various bookkeeping, filing, and typewriting practice sets were employed. No one published simulated model office practice set was identified by the respondents as being used in their schools. This could indicate a definite Canadian preference for the Concurrent Operations Plan for model office simulation.

9. Check-List Statement. If a high school offers a program sequence in bookkeeping, shorthand, and clerical training, the simulated model office should be taught as: (a) one general model office simulation to accommodate all three sequences. (b) a simulation for secretarial students, and another simulation for bookkeeping and clerical students. (c) a separate simulation for each sequence: i.e., a bookkeeping simulation, a clerical simulation, and a secretarial simulation.

Response Item	Canada		West		Ontario		East	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
(a)	49	62	9	60	37	63	3	50
(b)	16	20	2	13	12	21	2	33
(c)	10	12	4	27	5	8	1	17
Other	5	6	-	--	5	8	-	--

Interpretation and Comments. On a national and regional basis, Canadian business educators indicated a very definite preference for one model office simulation, designed to accommodate either bookkeeping, secretarial, or clerical students.

Preferences for a separate secretarial simulation, plus another simulation for bookkeeping and clerical students were greatest in the east: East 33 per cent, Ontario 21 per cent, and West 13 per cent. Preferences for a separate simulation sequence was more prevalent in the west (27 per cent) and the east (17 per cent) than in Ontario (8 per cent). Some respondents, who chose the three separate simulation sequences, qualified their remarks by stating that this might not be practical in small schools.

10. Check-List Statement. Indicate the statement that you agree with or most nearly agree with. (a) Model office simulation should be chiefly concerned with the steps required in completing a specific office TASK (such as posting to accounts receivable). (b) Model office simulation should be concerned with creating a variety of job situations



encountered by an office worker in a specific POSITION (such as a legal secretary).

Response Item	Canada		West		Ontario		East	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
(a) TASK	6	8	3	20	3	5	-	--
(b) POSITION	67	83	11	73	50	86	6	100
Other	7	9	1	7	6	9	-	--

Interpretation and Comments. A significant majority (83 per cent nationally, 73 per cent west, 86 per cent Ontario, and 100 per cent east) of the business education respondents believe that position simulation is more relevant than task simulation. A significant proportion of the related literature supported position simulation; therefore, Canadian educators are in agreement with leaders writing in the field of business education. Several respondents emphasized caution regarding position simulation: "Educate students for many positions, but not specific positions."

11. Check-List Statement. Indicate those facilities, items, or equipment that should be placed within a simulated model office.

Response Item	Canada		West		Ontario		East	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Physical Facilities</u>								
Fixed Partitions	10	11	5	33	3	5	2	33
Movable Partitions	34	43	9	60	22	37	3	50
Carpeting	29	36	6	40	19	32	4	67
Imitation Flowers and Planter	28	35	6	40	19	32	3	50
<u>Communications and Payroll Equipment</u>								
Inter-Com System	31	40	5	33	24	41	2	33
Switchboard	27	34	11	73	15	25	1	17
Telephones	65	82	13	87	46	78	6	100
Time-Clock	21	27	9	60	9	15	3	50
<u>Duplication Equipment</u>								
Paper Cutter	73	92	15	100	52	88	6	100
Stencil Duplicator	74	93	15	100	53	90	6	100
Spirit Duplicator	74	93	15	100	53	90	6	100
Offset Duplicator	9	11	4	27	5	8	-	---
Electronic Stencil Cutter	40	50	9	60	26	44	5	83
Illuminated Drawing Board	51	64	10	66	36	61	5	83
Photo Copier	68	85	14	93	50	86	4	67
<u>Typewriters</u>								
Electric Typewriters	74	93	15	100	53	90	6	100
Manual Typewriters	52	65	11	73	37	63	4	67
<u>Filing Equipment and Systems</u>								
Letter-size File Cabinet	39	49	9	60	27	46	3	50
Legal-size File Cabinet	67	84	12	80	50	86	5	83
Alphabetical File System	67	84	15	100	46	78	6	100
Numerical File System	51	64	13	87	32	54	5	83
Subject File System	45	57	12	80	30	51	3	50
Geographical File System	30	38	9	60	19	32	2	33

Response Item	Canada		West		Ontario		East	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Calculating Equipment</u>								
Bookkeeping Machine	24	30	6	40	15	25	3	50
Full-Keyboard A-L Machine	20	25	7	47	11	19	2	33
Ten-Key A-L or Printing Calculator	49	61	12	80	34	58	3	50
Rotary Calculator	19	24	6	40	12	21	1	16
Electronic Calculator	29	36	9	60	17	29	3	50
<u>Dictation Equipment</u>								
Dictating Machine	63	79	12	80	46	78	5	83
Transcribing Machine	68	85	14	93	50	86	4	67
<u>Other</u>								
Postage Meter	35	44	12	80	17	29	6	100
Addressograph	18	23	5	33	8	14	5	83
Collator	11	14	2	13	8	14	1	1
Electric Stapler	5	7	1	1	4	7	-	--
Coffee Percolator	3	4	1	1	1	2	1	1
Cheque Protector	2	3	2	13	-	--	-	--
Copyholder	1	2	-	--	-	--	1	1

Interpretation and Comments. All regions expressed majority preferences for stencil duplicators, spirit duplicators, electric typewriters, and paper cutters in a simulated model office environment. Idealistic model offices described in various professional literature as containing carpeted floors, movable partitions, imitation flowers and planter were not preferred by a majority of the respondents. Western business educators showed a distinct preference for offset equipment (27 per cent) over their Ontario and Eastern counterparts. On the other hand, several respondents

indicated no desire for offset facilities. Typical of such opinions was: "I really would not care for offset equipment as it really puts you into production work."

Those facilities, items, or equipment upon which there is almost complete national agreement (85 to 100 per cent) are: stencil duplicator, spirit duplicator, electric typewriters, paper cutter, photo copier, and transcribing machine.

Those facilities, items, or equipment upon which there is almost complete Western agreement (85 to 100 per cent) are: paper cutter, stencil duplicator, spirit duplicator, electric typewriters, alphabetical file system, photo copier, transcribing machine, numerical file system, and telephones.

Those facilities, items, or equipment upon which there is almost complete Ontario agreement (85 to 100 per cent) are: stencil duplicator, spirit duplicator, electric typewriter, paper cutter, photo copier, legal-size file cabinet, and a transcribing machine.

Those facilities, items, or equipment upon which there is almost complete Eastern agreement (85 to 100 per cent) are: telephones, paper cutter, stencil duplicator, spirit duplicator, electric typewriters, alphabetical file system, and postage meter.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Is there anyone so wise as to learn by the experience of others?  
--Voltaire

#### Introduction

The purpose of this study was to determine the philosophy, design, and operation of model office simulation as indicated in relevant business education literature; to identify pertinent issues regarding model office simulation; and to investigate the attitudes of Canadian business educators towards selected model office simulation issues.

After presenting the philosophy, design, and operation of model office simulation in Chapter II, selected issues regarding model office simulation were chosen by the researcher.

Opinions in reference to the submitted issues in questionnaire form were received from eighty Canadian business teachers, department heads, or school administrators. The responses, as indicated by the returned questionnaires, were tabulated, and the data, including the comments, were presented in Chapter IV.

A summary of the national responses to the various check-list statements in the questionnaire are presented in this chapter.

#### Summary

The responses of Canadian business educators are summarized in five categories:

- A. Those issues upon which there is a significant majority agreement. (80 to 100 per cent)
- B. Those issues on which a definite majority agree. (60 to 79 per cent)
- C. Those issues on which a slight majority agree. (50 to 59 per cent)
- D. Those issues on which there is a lack of agreement. (less than 50 per cent. These can be considered as highly controversial issues.)
- E. Those issues on which there is a lack of agreement among various regions of Canada. (20 per cent or more variation among Western, Eastern, or Ontario respondents)

#### Category A

There was almost unanimous agreement (80 to 100 per cent) on the part of Canadian business educators who responded to each of the following check-list statements:

1. A simulated model office should reproduce in the classroom those tasks and procedures that are representative of local offices in the community.
2. Published practice sets for simulated model office training are not preferred by a significant majority of respondents.
3. Model office simulation should be concerned with creating a variety of job situations encountered by an office worker in a specific POSITION.
4. The following facilities, systems, or items should be placed within a simulated model office: telephones, paper cutter, stencil duplicator, spirit duplicator, photo copier, electric typewriters, legal-size file cabinet, alphabetical file system, and a transcribing machine.

#### Category B

A definite majority (60 to 79 per cent) of the respondents tended

towards agreement on the following check-list statements:

1. My reaction to a simulated model office can be described as enthusiastic.
2. The cooperative office work experience program is desirable when a simulated model office is used in the high school.
3. If a high school offers a program sequence in bookkeeping, shorthand, and clerical training, one general model office simulation is sufficient to accommodate all three sequences.
4. The following facilities, systems, or items should be placed within a simulated model office: illuminated drawing board, manual typewriters, numerical file system, ten-key adding-listing machine or printing calculator, and a dictating machine.

#### Category C

A slight majority (50 to 59 per cent) of the respondents favoured the following systems, or items within a simulated model office: electronic stencil cutter and a subject file system.

#### Category D

The following check-list statements received less than a 50 per cent majority, and could be considered highly controversial:

1. How many periods per week and what length of period should be devoted to simulated model office instruction?
2. What proportion of the school year should be devoted to model office simulation?
3. The following facilities, systems, or items should be placed within a simulated model office: fixed partitions, movable partitions, carpeting, imitation flowers and planter, inter-com system, switchboard, time-clock, letter-size file cabinet, geographical file system, bookkeeping machine, full-keyboard adding-listing machine, rotary calculator, electronic calculator, postage meter, addressograph, offset, collator, electric stapler, coffee percolator, cheque protector, and copyholder.

Category E

The following check-list statements indicated a substantial lack of regional agreement among Western, Ontario, and Eastern business educators:

1. What length of period and how many periods per week should be devoted to simulated model office instruction?
2. What proportion of the school year should be devoted to model office simulation?
3. If a high school offers a program sequence in bookkeeping, shorthand, and clerical training, one general model office simulation is sufficient to accommodate all three sequences.
4. The following facilities, systems, or items should be placed in a simulated model office: fixed partitions, movable partitions, carpeting, switchboard, time-clock, electronic stencil cutter, numerical file system, subject file system, geographical file system, bookkeeping machine, full-keyboard adding-listing machine, electronic calculator, postage meter, addressograph, and offset duplicating machine.

Conclusions

Based on the findings of this study, the following conclusions are drawn:

1. This study found that simulated model offices are used in many Canadian high schools, particularly in Ontario, Saskatchewan, and Alberta.
2. Canadian interest and enthusiasm for model office simulation is widespread, and is presently generating much initial interest in New Brunswick.
3. Model office simulation should be chiefly concerned with



creating a variety of job positions rather than specific tasks.

4. At present, published practice sets do not lend themselves to realistic office simulation experiences.

5. A Simulated Model Office complements, rather than replaces, the Cooperative Office Work Experience Program.

6. A general model office simulation that can be applied to all business education students--bookkeeping, clerical, and secretarial--is preferred to separate simulations according to curricular sequence.

7. The following facilities, systems, or items should serve as a basis for equipping simulated model offices: telephones, paper cutter, stencil duplicator, spirit duplicator, photo copier, electric typewriters, legal-size file cabinets, alphabetical file systems, and a transcribing machine.

8. Many Canadian business educators preferred to use the term "practice office" for simulated model office. This was especially true for Ontario respondents.

#### Recommendations

The researcher recommends that:

1. Model office simulation stress the development of attitudes such as honesty, courtesy, getting along with people, listening to instructions, and being receptive to suggestions. This recommendation is based on comments made by sixteen of the respondents, and the review of related literature.

2. Model office instructors clarify the fact that simulated office procedures learned in school do not always correspond to all office jobs.

3. Model office instructors have a sufficient background of on-the-job office experience. This recommendation is based upon the review of related literature and comments supplied by nine of the respondents.

4. A research study should be initiated to determine: (1) if there is an ideal block-of-time unit; (2) the proper placement of simulated experiences within an office practice course; (3) what proportion of the school year is best suited to simulated instruction; and (4) the duration of model office simulation.

5. Simulated model office philosophy, design, operation, and evaluation techniques be incorporated into office practice methodology courses at business teacher education institutions.

6. Further research be conducted to determine whether model office simulation should be conducted as a part of the office practice course, or as a separate assignment where students work in the model office over an extended period of time.

APPENDIX

LIST OF BUSINESS EDUCATION CONSULTANTS,  
COORDINATORS, AND PROVINCIAL SUPERVISORS

Western Canada

BRITISH COLUMBIA

Mrs. S. E. Cameron  
Director of Business Education  
Vancouver School Board  
1595 West 10<sup>th</sup> Avenue  
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Robert H. Heywood  
Associate Professor  
Faculty of Commerce and Business Administration  
University of British Columbia  
Vancouver, British Columbia

Mrs. K. E. Maughan  
Assistant Superintendent (Instruction)  
Department of Education  
Victoria, British Columbia

ALBERTA

Dr. Geraldine Farmer, Chairman  
Department of Business Education  
University of Alberta  
Edmonton, Alberta

Mr. R. B. Florendine  
Supervisor of Business Education  
Calgary School Board  
Education Centre Building  
Calgary, Alberta

Mr. C. M. Hollingsworth  
Director of Business Education  
Edmonton Public School Board  
10010 - 107A Avenue  
Edmonton, Alberta

Mrs. A. Pura  
Director of Business Education  
Edmonton Separate School Board  
9807 - 106 Street  
Edmonton, Alberta

Mr. T. W. Worbets  
Director of Business Education  
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Administration Building  
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#### SASKATCHEWAN

Mr. W. W. Sharpe  
Supervisor of Vocational Education  
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Regina, Saskatchewan

#### MANITOBA

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1181 Portage Avenue  
Winnipeg 10, Manitoba

Miss I.M. Dryden  
Department of Education  
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#### Ontario

#### ONTARIO

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London Board of Education  
Box 5873, Terminal A  
London, Ontario

Mr. A. E. Sparling  
Assistant Superintendent of Secondary Schools  
Board of Education  
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Mr. R. Harkness  
Supervisor of Commerce  
Board of Education for the City of Hamilton  
Box 558  
Hamilton, Ontario

Mr. W. B. Glenn  
Commercial Director  
Lambton County Board of Education  
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Mr. T. Tidey  
Commercial Director  
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Mr. D. A. Fisher, Director  
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Scarborough, Ontario

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Collegiate Institute Board of Ottawa  
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Ottawa 1, Ontario

Mr. R. Thayer  
Commercial Director  
Lincoln Country Board of Education  
112 Oakdale Avenue  
St. Catharines, Ontario

Mr. A. Klinck  
Commercial Director  
Waterloo County Board of Education  
Waterloo Square  
Waterloo, Ontario

Mrs. Jean McConnell  
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Ontario Department of Education  
44 Eglinton Avenue West  
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Department of Education  
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Thunder Bay, Ontario

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Department of Education  
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Miss R. E. Gregory  
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Mr. J. A. Snetsinger  
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Department of Education  
1082 Princess Street  
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Mr. F. N. Pearen  
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Eastern Canada

QUEBEC

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Mr. Marcel Lortee  
Director of Commercial Education  
Montreal Catholic School Commission  
3737 Sherbrooke Street East  
Montreal 36, Quebec

Mr. J. Lyng  
Director of Commercial Education  
English Catholic Division  
Montreal Catholic School Commission  
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Montreal 36, Quebec

Mr. T. Blacklock  
Business Education Curriculum Director  
Protestant School Board of Greater Montreal  
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Montreal, Quebec

#### NEW BRUNSWICK

Mr. Arnold MacPherson  
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Vocational Branch  
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Province of New Brunswick  
Fredericton, New Brunswick

#### NOVA SCOTIA

Mr. R. S. Cochran  
Inspector of Business Education  
Department of Education  
P. O. Box 578  
Halifax, Nova Scotia

Mr. T. C. Sullivan  
Supervisor of Business Education  
City of Halifax  
3169 Romans Avenue  
Halifax, Nova Scotia

## PRINCE EDWARD ISLAND

Mr. Ivan MacKenzie, Director  
Vocational and Continuing Education  
Department of Education  
Charlottetown, Prince Edward Island

## NEWFOUNDLAND

Supervisor of Business Education  
Department of Education  
Province of Newfoundland  
St. Johns, Newfoundland

B.

COVERING LETTER SENT TO BUSINESS EDUCATION CONSULTANTS,  
COORDINATORS, AND PROVINCIAL SUPERVISORS  
MARCH 20, 1970

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-----,

Dear -----:

Simulated Model Office instruction is a phenomenon which presently is receiving much attention in the field of business education. As a graduate student at the University of North Dakota, I am involved in a research project entitled, "Selected Major Issues in the Philosophy, Function, Design, and Operation of a Simulated Model Office."

Realizing that Business Education research in Canada has been conducted on a very limited scale, I would like to investigate our Canadian attitudes concerning selected model office issues. The study will be completed on a national basis.

Your advice will be especially helpful in identifying those high schools which are presently employing the model office instructional device.

Would you please take a few minutes to indicate those high schools, business directors, department heads, and teachers who employ the model office teaching technique as a part of their office education program? A prepared form and an addressed envelope are enclosed for this purpose.

Thank you for your assistance.

Respectfully yours,

Wayne L. Beers  
Graduate Student

wb  
Enclosures

C. FORM USED TO IDENTIFY CANADIAN SCHOOLS AND PERSONNEL WHO ARE  
EMPLOYING THE MODEL OFFICE INSTRUCTIONAL TECHNIQUE

MODEL OFFICES

Please indicate secondary schools, addresses, directors, department heads, or teachers who employ the model office teaching device as a part of their business education instructional programs in your city and/or province.

NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

HIGH SCHOOL: \_\_\_\_\_

STREET: \_\_\_\_\_

CITY AND PROVINCE: \_\_\_\_\_

NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

HIGH SCHOOL: \_\_\_\_\_

STREET: \_\_\_\_\_

CITY AND PROVINCE: \_\_\_\_\_

NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

HIGH SCHOOL: \_\_\_\_\_

STREET: \_\_\_\_\_

CITY AND PROVINCE: \_\_\_\_\_

Please return to:

Wayne L. Beers  
Graduate Student  
Department of Business Education  
University of North Dakota  
Grand Forks, North Dakota 58201

D.

COVERING LETTER SENT TO RESPONDENTS, APRIL 15, 1970

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-----  
-----  
-----, -----

Dear -----:

Simulated Model Office instruction is a phenomenon which presently is receiving much attention in the field of business education. As a graduate student at the University of North Dakota, I am involved in a research project entitled, "Selected Major Issues in the Philosophy, Function, Design, and Operation of a Simulated Model Office."

As a part of this research study, I would like to investigate our Canadian attitudes concerning selected model office issues. The study is being conducted on a national basis.

Your participation will be especially helpful in identifying issues regarding the simulated model office instructional device. Would you please take a few minutes to indicate your opinions pertaining to selected model office issues? A prepared form and an addressed envelope are enclosed for this purpose.

Thank you for your assistance.

Respectfully yours,

Wayne L. Beers  
Graduate Student

Enclosures

E.

## QUESTIONNAIRE

Selected Major Issues in the Philosophy, Function, Design  
and Operation of a Simulated Model Office

For the purpose of this study, the following definition is offered for a simulated model office.

"A simulated model office is the term given to a physical office, which is reproduced in a classroom situation, to reflect a realistic office environment, actual office working documents, equipment, and circumstances."

This definition is presented to assist you in stating your opinions regarding the issues as listed in this questionnaire.

When completed, please return this questionnaire to:

Wayne L. Beers  
Department of Business Education  
University of North Dakota  
Grand Forks, North Dakota 58201

A. Your Name: \_\_\_\_\_

Title: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

B. Are you currently using a simulated model office in your school?

Yes \_\_\_\_\_ No \_\_\_\_\_

C. If you are not using simulation at present, do you plan to utilize a simulated model office in your school next year?

Yes \_\_\_\_\_ No \_\_\_\_\_

**DIRECTIONS:** Select your response by placing a check mark in the appropriate space. If you wish to comment on any statement, a space is provided for that purpose.

1. How would you describe your reaction to a simulated model office?

- |                    |       |
|--------------------|-------|
| (a) enthusiastic   | _____ |
| (b) interested     | _____ |
| (c) passive        | _____ |
| (d) not interested | _____ |
| (e) opposed        | _____ |

Comment: \_\_\_\_\_  
 \_\_\_\_\_

2. Do you agree with this statement?

A simulated model office should reproduce in the classroom those tasks and procedures that are representative of local offices in the community. (a) Yes \_\_\_\_\_ (b) No \_\_\_\_\_

Comment: \_\_\_\_\_  
 \_\_\_\_\_

3. Indicate your preference as to the number of periods per week that you would devote to simulated model office instruction.

Periods per week: (a) 1 \_\_\_\_\_ (c) 3 \_\_\_\_\_ (e) 5 \_\_\_\_\_  
 (b) 2 \_\_\_\_\_ (d) 4 \_\_\_\_\_ (f) Other: (Please specify)  
 \_\_\_\_\_

Comment: \_\_\_\_\_  
 \_\_\_\_\_

4. Indicate your preference as to the length of periods that you would devote to simulated model office instruction.

Length of Period (a) 20 \_\_\_\_\_ (d) 45 \_\_\_\_\_ (g) Other:  
 in Minutes: (b) 30 \_\_\_\_\_ (e) 50 \_\_\_\_\_ (Please  
 (c) 40 \_\_\_\_\_ (f) 60 \_\_\_\_\_ specify)  
 \_\_\_\_\_

Comment: \_\_\_\_\_  
 \_\_\_\_\_

5. Indicate the statement that you agree with or most nearly agree with.

- (a) One class period is required to conduct daily model office simulation tasks. (a) \_\_\_\_\_
- (b) Two class periods scheduled back-to-back are required to conduct daily model office simulation tasks. (b) \_\_\_\_\_
- (c) Three consecutive class periods are required to conduct daily model office simulation tasks. (c) \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_

6. Indicate your preference as to the proportion of the senior school year that should be devoted to model office simulation.

- (a) one week \_\_\_\_\_ (d) one semester \_\_\_\_\_
- (b) two weeks \_\_\_\_\_ (e) one year \_\_\_\_\_
- (c) one month \_\_\_\_\_ (f) Other: (Please specify) \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_

7. Indicate the statement that you agree with or most nearly agree with.

- (a) The co-operative office work experience program is essential when a simulated model office is used in the high school. (a) \_\_\_\_\_
- (b) The co-operative office work experience program is desirable when a simulated model office is used in the high school. (b) \_\_\_\_\_
- (c) The co-operative office work experience program is unnecessary when the simulated model office is used in the high school. (c) \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_



8. Does your school use published practice sets for simulated model office training? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please indicate the author(s), publisher, and title of the practice set(s).

Author

Publisher

Title of Practice Set

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Comment: \_\_\_\_\_

---

9. If a high school offers a program sequence in bookkeeping, shorthand, and clerical training, the simulated model office should be taught as:

- (a) one general model office simulation to accommodate all three sequences (a) \_\_\_\_\_
- (b) a simulation for secretarial students, and another simulation for bookkeeping and clerical students (b) \_\_\_\_\_
- (c) a separate simulation for each sequence: i.e., a bookkeeping simulation, a clerical simulation, and a secretarial simulation. (c) \_\_\_\_\_

Comment: \_\_\_\_\_

---

10. Indicate the statement that you agree with or most nearly agree with.

- (a) Model office simulation should be chiefly concerned with the steps required in completing a specific office TASK (such as posting to Accounts Receivable). (a) \_\_\_\_\_
- (b) Model office simulation should be concerned with creating a variety of job situations encountered by an office worker in a specific POSITION (such as a legal secretary). (b) \_\_\_\_\_

Comment: \_\_\_\_\_

---

11. Indicate those facilities, items, or equipment that should be placed within a simulated model office.

- |  |       |  |       |
|--|-------|--|-------|
| Fixed Partitions . . . . .                 | _____ | Letter-size File Cabinet . . . . .                 | _____ |
| Movable Partitions . . . . .               | _____ | Legal-size File Cabinet . . . . .                  | _____ |
| Carpeting . . . . .                        | _____ |  |       |
| Imitation Flowers<br>and Planter . . . . . | _____ | Alphabetical File . . . . .                        | _____ |
|  |       | Numerical File . . . . .                           | _____ |
|  |       | Subject File . . . . .                             | _____ |
| Inter-Com System . . . . .                 | _____ | Geographical File . . . . .                        | _____ |
| Switchboard . . . . .                      | _____ |  |       |
| Telephones . . . . .                       | _____ | Bookkeeping Machine . . . . .                      | _____ |
| Time-clock . . . . .                       | _____ | Full-Keyboard Adding-<br>Listing Machine . . . . . | _____ |
|  |       | Ten-Key Adding-Listing<br>Machine . . . . .        | _____ |
| Paper Cutter . . . . .                     | _____ | Rotary Calculator . . . . .                        | _____ |
| Stencil Duplicator . . . . .               | _____ | Electronic Calculator . . . . .                    | _____ |
| Spirit Duplicator . . . . .                | _____ |  |       |
| Electronic Stencil<br>Cutter . . . . .     | _____ | Dictating Machine . . . . .                        | _____ |
| Illuminated Drawing<br>Board . . . . .     | _____ | Transcribing Machine . . . . .                     | _____ |
| Photo Copier . . . . .                     | _____ |  |       |
|  |       | Postage Meter . . . . .                            | _____ |
| Electric Typewriters . . . . .             | _____ | Addressograph . . . . .                            | _____ |
| Manual Typewriters . . . . .               | _____ |  |       |
| Other: (Please specify)                    |       | Other: (Please specify)                            |       |

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F. FOLLOW-UP LETTER, MAY 8, 1970

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-----, -----

Dear -----:

Approximately two weeks ago, I mailed a questionnaire to you entitled, "Selected Major Issues in the Philosophy, Design and Operation of a Simulated Model Office." In looking over the returned questionnaires, however, I note that I still have not received a reply from you.

Would you be so kind as to take a few minutes of your time to complete and return a questionnaire, so that the information that you give may be included in this research study. In order to incorporate your data into the study, your reply must reach me no later than May 29.

Another copy is enclosed in case your original questionnaire has been misplaced.

If you have already completed and returned the original questionnaire, please disregard this letter.

Sincerely yours,

Wayne L. Beers  
Graduate Student

Enclosures

## G. LIST OF SURVEY RESPONDENTS

Western CanadaBritish Columbia

Mrs. Kathryn Strike  
 Department Head - Commerce  
 Vancouver Technical Secondary School  
 2600 E. Broadway  
 Vancouver, B. C.

Miss Beatrice M. Sutton  
 Chairman, Commerce Department  
 Victoria Secondary School  
 1260 Grant Street  
 Victoria, B. C.

Alberta

Elvin C. Dayman  
 Department Head Business Education  
 James Fowler High School  
 4004 - 4th St. N. W.  
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 Central Memorial High School  
 5111 - 21 Street S. W.  
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Edw. F. Lucotch  
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Leo S. Frison  
 Principal  
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Ritchie Park  
 Head Instructor  
 Saskatchewan Technical Institute  
 Moose Jaw, Sask.

Hellmut Roger Lang  
 Head, Business Education Department  
 Yorkton Regional High School  
 Yorkton, Sask.

Clinton D. Schryver  
 Head of Business Department  
 Swift Current Comprehensive High Sch  
 Swift Current, Sask.

Manitoba

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Mrs. Wilma Fraser  
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