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A REPORT ON THE IMPLEMENTATION AND OPERATION OF THE
INTEGRATED OFFICE LABORATORY AND LESTER HILL
PROGRAM AT MENOMINEE AREA HIGH SCHOOL
MENOMINEE, MICHIGAN

by
Mary Kay Schwartz

An Independent Study
Submitted to
Dr. Thomas V. Buchl, Associate Professor
Business Education Department
at
Northern Michigan University
Marquette, Michigan

Submitted in partial fulfillment of the requirements
for the degree of
Master of Arts in Education

August, 1973
This independent study submitted by Mary Kay Schwartz in partial fulfillment of the requirements for the degree of Master of Arts in Education at Northern Michigan University, Marquette, Michigan, is hereby approved by the advisor under whom the work was done.

[Signature]

Thomas V. Buchl, Advisor
ACKNOWLEDGMENTS

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ABSTRACT

A REPORT ON THE IMPLEMENTATION AND OPERATION OF THE
INTEGRATED OFFICE LABORATORY AND LESTER HILL
PROGRAM AT MENOMINEE AREA HIGH SCHOOL
MENOMINEE, MICHIGAN

Mary Kay Schwartz, Master of Arts in Education
Northern Michigan University, 1973

Purpose

The purpose of this report is to show the necessary procedures in implementing an integrated office laboratory in the curriculum and the various areas of student skills and experiences involved. The purpose is also to show how the Lester Hill Program--full scale office simulation--was placed into effect in the integrated office laboratory at Menominee Area High School, what took place during the simulation, and the effectiveness and results of the program.

Methods and Sources

The sample population used in this study consisted of students in the Stenographic Office Block and Clerical Office Block classes at Menominee Area High School. All of the students were senior girls and were secured through normal scheduling procedures. The teacher and classroom assignments were the same for each class, except for shorthand instruction which was included only in the Stenographic Office Block.
The integrated office laboratory was placed into operation in September, 1972, and continued throughout the entire 1972-73 school year. Related subjects were combined to provide for more realistic experiences simulating actual office situations, and much emphasis was placed on decision-making activities.

On February 12, 1973, the Lester Hill Program--full-scale simulation of an actual office--began operation. The simulated office operated for ten weeks and consisted of two branch offices run during consecutive periods of the morning.

Summary of Findings

The implementation and operation of the integrated office laboratory and Lester Hill Program proved to be a success during its first year of operation. The students felt that the simulation provided them with the opportunity to become more knowledgeable and aware of their chosen careers. They were able to work in actual office positions within the simulated office and perform the various duties required of an office employee. Many students had no previous concept of the entailment of an office occupation.
CHAPTER I

INTRODUCTION

Statement of the Problem

Recently, the Michigan Department of Education made a decision which greatly affected office education classes in the state of Michigan. It was decided that after June 30, 1972, only integrated office laboratory/block time instruction would be reimbursed. The State Department ruled that in order for office education programs to be vocationally reimbursed it was necessary for the schools to change their previous guidelines to meet the new criteria established for laboratory instruction by July 1, 1972.

Since Menominee Area High School, Menominee, Michigan, had been vocationally reimbursed in previous years for their office education classes, it was decided that the school should change its curriculum to meet the State guidelines. Vocational funding is a pertinent part in the effectiveness of an office education program, and it would be difficult to try to operate a program without this reimbursement.

In the past, the school had received funding for separate classes—Typing II, Shorthand II, Office Practice, and Bookkeeping. Under the new State guidelines, it was necessary that these classes be combined into an "integrated office laboratory" or "office block class."
The integrated office laboratory is open only to those students who have developed competency in the initial skill-subject areas—Shorthand I and Typing I. These students must be seniors and should have an office occupation as their goal.

In an integrated office laboratory related subjects are combined to provide for more realistic experiences simulating actual office situations. Much emphasis is placed on decision-making activities in order for the student to understand and apply a large number of concepts and processes essential in an office occupation. The office laboratory provides an opportunity for the consolidation and application of the student's knowledges, skills, and decision-making capabilities. It provides for a student's individual vocational objective through specific application of knowledges and skills to realistic situations. The student is able to work at his own pace, progressing from one learning activity to another, regardless of the activities of other students. The office laboratory approach is very flexible and gives the student a greater opportunity for individualized experiences and instruction.

In an office laboratory setup the student is able to apply the different skills needed for the experiences in an office occupation, rather than having to view each course or skill as a separate entity which was done in the past.
The State Department sent to the Business Education Department, Menominee Area High School, the necessary guidelines for the implementation of an integrated office laboratory. These guidelines covered equipment and facilities, minimum amount of class time, application for approval of the program, teacher vocational certification, and number of students enrolled.

The State guidelines were followed, the curriculum was changed, a proposal was presented, and application was made for the approval of the program. The program was approved and reimbursement was granted by the State Department.

In September, 1972, the integrated office laboratory or office block class was put into operation at Menominee Area High School. Besides providing for the instruction and experiences previously mentioned, this office laboratory also included the implementation of the Lester Hill Program (simulated office) which is to be the main topic throughout this report.

Purpose

The purpose of this report is to show the necessary procedures in implementing an integrated office laboratory in the curriculum and the various areas of student skills and experiences involved.

The Lester Hill Program—full-scale office simulation—operates with the realism of an actual office. The purpose is also to show how the program was placed into effect in the
integrated office laboratory at Menominee Area High School, what took place during the simulation, and the effectiveness and results of the program.

Need

In schools throughout the country, great stress is being placed on simulated experiences in the classroom to provide for more realistic activities and the occupational goals of students. As effective business education teachers, it is imperative that we continually be aware of the ever-changing needs of the students and the best ways available to provide for these needs. The students must be provided with the most up-to-date methods of instruction available in order that they may achieve their goals.

It is believed by many that the integrated office laboratory or block/time approach is necessary in the office education curriculum. The more simulation that can be provided, the more realistic the instruction will be.

It is important that one knows what the integrated office laboratory involves and what takes place in the implementation and operation of a simulated office. Evidence must be provided on the effectiveness of the integrated office laboratory as compared to the separate office education classes taught in the past, and a determination must be made of the value of the integrated office laboratory.
Definitions of Terms

For the clarity of this report, the following definitions will apply:

1. Area Vocational Implementer--Individual on Intermediate School District Level who facilitates program development and operation. He has no real jurisdiction over what is or is not done.

2. CEPD--Career Education Planning District responsible for the allocation of state and federal funds.

3. Individualized Instruction--The student is permitted to work at his own pace and in line with his particular occupational goal while instruction is provided for on an individual basis, not as a group.

4. Integrated Office Laboratory--Students automate skills and apply them to office tasks. Emphasis is placed on decision-making exercises in understanding and applying a relatively large number of processes and concepts important in an office occupation. The classroom is arranged to simulate an office environment; and knowledges, skill consolidation and maintenance are taught through applied integrated techniques.¹

5. Lester Hill Program--Full-Scale office simulation that operates with the realism of an actual office. The student is an employee of the Lester Hill Corporation

(a supplier of motel and hotel supplies and equipment) and works as a member of the office team. The experiences are varied since the student rotates from job to job upon reaching an acceptable level of competency in each particular position.\textsuperscript{2}

6. **Office Block Class**—A block of time of two or more consecutive periods per day in which the integrated office laboratory is in operation.

7. **Simulation**—The degree of realism that an integrated activity provides—making the classroom and activities as much like an actual office as possible.

8. **Vocational Office Education**—Practical experience is provided that is organized into programs of instruction enabling the students to prepare for and achieve career objectives in their selected office occupation.

9. **Vocational Reimbursement**—Funding provided by the State available to schools with vocational programs. These schools must meet the established guidelines and criteria set up by the State in order to qualify for reimbursement.

**Limitations**

The following are some of the limitations of this report:

1. Due to millage problems in the Menominee Area Public School System in 1972, school was late in starting. It was

not certain until September 12, 1972, whether the Business Education Department would be offering vocational classes.

2. Books, supplies, and equipment were not ordered until after September 12, 1972; and, therefore, were late in arriving. The instructor had to "make do" with what was on hand and could be duplicated until this material arrived.

3. Since this was the first year with the integrated office laboratory, some students had already completed two years of typing. Because Typing II is included in the integrated office laboratory, it is recommended by the State Department that students complete only one year of typing before enrollment in the office block.

4. Because of insufficient funds, the integrated office laboratory was not equipped with office-style desks and chairs. There was not enough work space for supplies and equipment and the students were slightly crowded.

Delimitations

The following are some of the delimitations of this report:

1. The class size was delimited to 15 students in each class.

2. The office equipment available in the integrated office laboratory was delimited to the following: Full-key and ten-key adding machines; printing, electronic and rotary
calculators; IBM selectric typewriters; dictator and transcriber units; photo copy machine; Thermo copier; and liquid and stencil duplicators. Another machine available was the Friden "Flexowriter" donated by The Ansol Company, Marinette, Wisconsin. (See Appendix A, page 32).

3. The two office block classes were delimited to morning sessions in order to enable the students to enroll in co-op so that they could work in offices in the schools and in the community during the afternoon.
CHAPTER II

REVIEW OF RELATED LITERATURE

Although simulation has been around for a long time, it is during the 1970's that it will become a major part of the office education curriculum. Simulation provides a relevant and exciting way for business subjects to be learned.

Hanson and Parker\(^3\) believe that during the 1970's, a two-period block of time will be added to the office education curriculum to provide for simulated office experiences. For stenographers, one year of beginning typewriting, beginning shorthand, and a two-period block of time will be the minimal amount of instruction. During the two-period block of time, units of instruction will be provided during the first part of the year and a student will then progress to a simulation. Second-year shorthand work will frequently be provided in very short periods of time throughout the course. Those students who need additional shorthand training will be expected to continue their studies at a post-secondary institution. The minimal amount of instruction for clerks will be one year of beginning typewriting and the two-period block of time described above, excluding the shorthand training.

Some of the students will not be working under the co-op program in a "live" situation. Therefore, this "live" situation must be created for them in the school. In order for an intensive business office laboratory to be effective, it must duplicate an office in responsibility and equipment as much as possible.

Through the intensive business office laboratory, all separate business courses are brought together for the finishing touch. The previously learned skills must now be applied in a realistic situation. Shinn\(^4\) explains that the program is not a rotation from machine to machine, but utilizes actual business projects while the students rotate from one actual office to another. The teacher is now an employer and businessman while the students are employees.

Poland\(^5\) states that the block-time approach to office simulation instruction is a unique method and strategy of teaching. The utilization of this block of time effects individualized and group instruction, vocational guidance, task simulation, and job simulation. Through the simulated office program, the students are provided with more intensive instruction in office skills and individualized instruction for their chosen careers.


In his article on office simulation programs, Gump\textsuperscript{6} states that today's educators must be constantly aware of our rapidly changing world of work. Since there is currently a great emphasis on career education, it is important that office simulation programs be an integral part of any office education program. Students of all ability levels must be provided with total involvement in an office setup. In the simulation program, the stage for learning and for developing proper attitudes is set.

There are three different simulation programs being used in the Columbus City schools. These programs are the Lester Hill, the APEX, and the Marathon Simulations. The goal of all simulation programs is always total student involvement and participation, although there may be other differences in the instruction and materials.

It is agreed that simulation is a necessary part of business education today. The simulation will not be effective, however, unless it is realistic. Calvert\textsuperscript{7} feels that in order for a simulation to be realistic, it must be centered around the areas of employment available in the particular given community. All of the necessary functions must be used to meet student goals and job competency. Calvert suggests that a survey of the community be made to

\textsuperscript{6}John E. Gump, "Office Simulation Programs," The Ohio Business Teacher, XXXII (March, 1972), pp. 46-47.

\textsuperscript{7}Marguerite L. Calvert, "Let's Put Realism Into Simulation," The Observer, XLIII, No. 2 (Spring-Summer, 1972), pp. 12-13.
determine employment opportunities and then a practice set developed using familiar instructional concepts and built around the job duties performed in the community.

Office simulation cannot be accomplished by simply applying skills to office-like tasks. There must be an interchange between office personnel and outside people. The students must be given the opportunity to become totally involved with office movement and work flow. Besides having an interaction among people in a business way, the students must be able to interact socially.

Wingo\(^8\) believes that in order for office simulation to effectively connect the classroom to the business office, the integration of skills and the "rub" of people in business and social structures must be encompassed. We, as business educators, must seek paths that will enable students to move from the classroom to the business office with ease, confidence and success.

In his article, Nelson\(^9\) mentions that it is necessary for the objectives of simulation to be that of providing the student with saleable skills and developing interpersonal relationship abilities and occupational intelligence. The teacher, himself, must be strongly committed to the simulation program in order for it to be effective.


It is agreed by the majority of office education instructors that office simulation is an excellent technique for training vocational business students in the classroom. Through simulated experiences, the students have an opportunity to develop an understanding of the overall operation of an office and the dependency of each part upon another.

Barger\(^{10}\) states that screening techniques and the ability to organize office work are two of the most useful skills possessed by an office worker. Simulated business experience is in operation during the last nine weeks of school in the clerical practice classes at Southwest Missouri Area Vocational Technical School, Neosho, Missouri. A company with eight positions is organized and the students spend one week in each position of the company. From this simulation, the students develop confidence in themselves, self-control, and a practical sense of values regarding office work.

There are seven major steps to operating an effective office simulation program. These are: Teacher Planning, Student Orientation, Student Positional Training, Student Simulation Warm-up or Tryout, Full-Scale Simulation, Student Debriefing, and Teacher Analysis.

Kent State University opened their new Business and Office Education "Model" laboratory in order to prepare

future vocational business and office education teachers for the State of Ohio. This laboratory includes office-size L-shape desks, electronic calculators and electric adding machines on each desk, self-contained telephone system with a phone on each desk, magnetic card selective typewriter, selective composer, wireless listening laboratory, accounting machine with punch tape, photo typositor, offset, copier, collator, key punches, sorter, transcribers, and office desk equipment.\footnote{Richard G. Horn, "New BOE Model Lab at KSU," The Ohio Business Teacher, XXXII (March, 1972), pp. 44-45.}

In her office training class at Ware High School, Ware, Massachusetts, LeGrand\footnote{Angela J. LeGrand, "Every Station a Vital Part of the Office," Balance Sheet, LI (May, 1970), pp. 388-389.} describes her program as providing the student with an awareness of his value in school while he is preparing for the office. The class is divided into four groups with six students in each group. All of the students are seniors and have had two years of typing background. Each group is involved in a different set of activities during the first three quarters of the year, are rotated, and then convene as a single group during the last quarter of the year.

The first group is involved with exploratory automation and keypunch training. The second group spends its time in assisting the administration, faculty, and community organizations with duplicating material and a school handbook.
The third group learns to manipulate the keyboards of the ten-key adding machine and full-keyboard calculator; and the fourth group dwells on the studying of a secretarial handbook, typing from rough drafts, and transcribing mailable letters from a transcriber. During the last quarter of the year, filing practices are covered.

All of the students are given the opportunity to learn various phases of business and its ethics. Each student in the office training course selects a member of the faculty or someone in the office for whom they act as a secretarial aide. A lab period immediately following the office training class has been provided so that the students do not become frustrated with the rigid bell schedule. They are able to continue working and complete their jobs if they so desire.

Superior Office Enterprises is the name for the block-time Office Occupations II class at Ontonagon Area High School, Ontonagon, Michigan. Office-oriented activities are taking place along with the learning of machine operations, filing, telephoning and other office skills. The writer had the privilege of seeing Superior Office Enterprises in operation in May, 1972, and obtained a few good ideas for the operation of her integrated office laboratory.

Toivonen\textsuperscript{13} feels that she must strive to create a "real" office atmosphere as much as possible. The simulated

office consists of a receptionist, secretary, office manager, and typing and duplicating pools. The office is in operation year around and the students rotate to the various positions. A shorthand laboratory is used almost daily. The author also feels that daily self-evaluation is a necessary part of the class.

In order for a teacher to make his class more realistic and effective, he must ask himself what he expects his students to be able to do at the end of the course—what they can do, not what they should know. The sequence of instruction must lead the student to that performance.

In his recent article, Sabin\textsuperscript{14} outlines a "backwards" approach as the best way to start going forward. This approach is as follows:

1. Definition of final objectives to be reached by the end of the training program.
2. Set up of a terminal simulation embracing all of the final objectives.
3. Identification of small clusters of related activities to occur in the simulation, ranked by relevancy.
4. Development of an integrated project for each cluster of activities.
5. Development of specific exercises to prepare the student in handling the individual activities.

by himself before encountering them all together in an integrating project.

6. Determination of specific knowledge to be learned by the student before undertaking the related exercise and development of corresponding instructional units.

When thinking of an office, one should have the concept of a cohesive whole rather than "as just a place." McMurry,\textsuperscript{15} feels that in a simulation-oriented program, the student has the opportunity to develop a real grasp of the concept of an office. He is coordinating, reinforcing, and integrating his previous training and experience into a meaningful relationship.

Simulation is "the real thing." It is one of the most potent instructional tools available to teachers in vocational education. Simulation can be used as a training device as well as a motivational device.

In order for a simulation to be authentic, Sabin,\textsuperscript{16} believes it should simulate the way input comes in on the job, the conditions under which the student will be expected to perform on the job, and the standards of quality and quantity by which his work would be judged on the job.


CHAPTER III

PROCEDURES

The following are the basic procedures taken by the writer in completing this study.

1. Approval of the topic of the study was obtained from the writer's advisor in the Business Education Department, Northern Michigan University, Marquette, Michigan.

2. In the spring, 1972, approval of the integrated office laboratory was obtained at the local, CEPD, and State levels.

3. Reimbursement for the integrated office laboratory was granted by the State Department, equipment and supplies were purchased, and the laboratory was set up.

4. The writer conducted and observed the operation of the integrated office laboratory and Lester Hill Program at Menominee Area High School during the 1972-73 school year.

5. In May, 1973, a proposal of the study (Chapters I, II and III) was submitted to the writer's advisor for approval.

6. The proposal was revised according to the advisor's suggestions and Chapters IV and V were added.

7. In July, 1973, the study was submitted to the writer's advisor for approval. It was then revised and completed in final form.
8. All of the information included in this report is from the writer's own experiences with the integrated office laboratory and Lester Hill Program at Menominee Area High School, excluding Chapter II—Review of Related Literature. The majority of the material in Chapter II was obtained from the libraries at Northern Michigan University, Marquette, Michigan, and the University of Wisconsin-Whitewater, Whitewater, Wisconsin.
CHAPTER IV

APPROVALS OF PROGRAM

Part I

Approval at the Local Level

The following are the basic steps taken for approval of the integrated office laboratory by the administration of Menominee Area High School.

1. In the spring, 1972, the writer discussed with the Chairman of the Business Education Department the feasibility of operating an integrated office laboratory in the office block classes at Menominee Area High School. These classes were scheduled to begin in September, 1972.

2. The department chairman agreed with the idea of the integrated office laboratory and made a proposal for the program to the Principal of Menominee Area High School. The principal approved the program in February, 1972.

3. A proposal for the integrated office laboratory was submitted to the Area Vocational Implementer. (See Appendix B, page 34). At the time of this proposal, it was thought that one stenographic and two clerical office blocks would be offered for two consecutive class periods each. As it turned out, however, only one stenographic and one clerical block were offered. This was due to a decrease in school enrollment.
4. The proposal for the integrated office laboratory was submitted to the Advisory Committee for the Business Education Department at Menominee Area High School. This committee consisted of two local businessmen employed in related fields of office occupations. The Advisory Committee examined the program for job opportunities and course content and approved it.

5. The proposal for the integrated office laboratory was then presented to the Board of Education of Menominee Area Public Schools. The Board examined the proposal and approved it without reservation.

Part II
Approval by CEPD

The following are the basic steps taken for approval of the integrated office laboratory at Menominee Area High School by CEPD (Career Education Planning District).

1. The proposal for the integrated office laboratory was presented to CEPD by the Area Vocational Implementer.

2. CEPD examined the proposal in relationship to similar existing types of programs and the possibility of a shared-time program. Based on available information, the integrated office laboratory was approved.

Part III
Approval by State District

The following are the basic steps taken for approval of the integrated office laboratory at Menominee Area High School on the State District level.
1. The proposal for the integrated office laboratory, application for reimbursement of the program and equipment, plus a list of requested items of equipment (See Appendix C, pages 43-45) were submitted to the State Department.

2. The State Department examined the program for content, reviewed teacher certification, and decided whether the program would qualify for the 50 percent reimbursement on equipment for new programs.

3. The integrated office laboratory was approved by the State Department and vocational reimbursement was granted. Under O.E. Code 14.0300, Menominee Area High School received a total of $11,193 in added cost funding for the integrated office laboratory.

Part IV
Implementation and Operation

The following are the basic steps taken in implementing and operating the integrated office laboratory and the Lester Hill Program in the office block classes at Menominee Area High School.

1. Three local office equipment dealers were notified of the proposed plans and asked to submit cost estimates. An estimate of the cost of the suggested equipment needed to operate an office laboratory and a furniture layout, according to floor plan, were supplied by only one of the dealers. (See Appendix D, pages 47-51).
2. It was decided by the Business Education Department Chairman and the writer that due to lack of preparation time, it would be best to use commercially published instructional material for the simulated office. The two most popular programs on the market at that time were the APEX and Lester Hill Programs.

3. A proposal was submitted to the Area Vocational Implementer on the differences of the APEX and Lester Hill Programs. (See Appendix D, page 52).

4. The Lester Hill Program was selected for the operation of the simulated office, mainly because it was the least expensive.

5. A memorandum was also sent to the Area Vocational Implementer on a priority list of equipment needed to operate the integrated office laboratory. (See Appendix D, page 53).

6. From the priority list of equipment, Menominee Area Public School System's Purchasing Department made the decision as to what kind and what make of equipment to purchase.

7. Equipment and supplies purchased for the program were:
   a. Fifteen IBM Selectric Typewriters.
   b. Two IBM Executary Dictator-Transcriber Units.
   c. Eight IBM Executary Transcriber Units.
   d. Ten sets of pre-dictated belts—Transcription Skills for Word Processing.
   e. Two complete sets of the Lester Hill Program.
   f. A tele-trainer unit from Michigan Bell Telephone Company (on loan).

Office-style desks and chairs were not purchased in 1972 due to the expense. It is almost certain, however, that these will be furnished for the 1973-74 school year.
8. A floor plan was arranged by the instructor to accommodate the Lester Hill Program. (See Appendix D, page 54). The classroom was sectioned into departments with stations and equipment for each employee of the simulation. This floor plan was approved by the Business Education Department Chairman, and the classroom was arranged to simulate an actual office as much as possible.

9. During the fall semester, 1972, the students refreshed their skills in the various subject areas of shorthand, typing, business math, business English, and spelling. They also became familiar with office machines--calculators, duplicators, transcriber units, and studied filing procedures. Although some of this instruction was through the use of texts and workbooks, much of the instruction was also through the use of realistic office activities.

10. The students took turns working in the Menominee Area Public Schools Superintendent's Office as office workers during their office block period.

11. The students also took turns working in the Menominee Area High School's Printing Department and while there operated the new Compugraphic Dual Image Keyboard Printing Machine that is used with phototypesetters.

12. It was felt by both the Business Education Department Chairman and the writer that the above activities were important before beginning the Lester Hill Program. The
students should have developed their skills to a high degree and should have been acquainted with various office procedures.

13. On February 12, 1973, the Lester Hill Corporation at Menominee Area High School began operation. The simulation was set up to accommodate two branch offices with 13 senior girls employed in each office. The students chose the names for each branch office. One was named the O.U.R. Branch and was in operation from 7:45-9:40 a.m. daily. The second branch office was named the High Noon Branch and was in operation from 10:50 a.m.-12:30 p.m. daily. This time schedule allowed the co-op students to have their afternoons free for work.

14. There were four departments, Tallidata, General Manager and a secretary/receptionist, plus the Vice President (instructor) employed in each branch office. The capacity of Tallidata is that of a data processing center for the customers and suppliers of the Lester Hill Corporation. Tallidata also acts as the bank maintaining Lester Hill's account.

15. Each department of the Lester Hill Corporation's branch offices had a department manager and at least one other employee. The names of the departments and titles of employees are shown below and on the following page.

   a. Vice President's Office
      1. Vice President

   b. General Manager's Office
      1. General Manager
      2. Secretary/Receptionist
c. Sales Department
   1. Sales Manager
   2. Order Clerk

d. Warehouse Department
   1. Warehouse Manager
   2. Stock Control Clerk

e. Traffic Department
   1. Traffic Manager
   2. Traffic Clerk

f. Accounting Department
   1. Accounting Clerk
   2. Billing Clerk
   3. Billing Clerk

g. Tallidata
   1. Tallidata Representative
   2. Tallidata Representative

16. There was also a Communications Center that was centrally located in the office. The Communications Center was the pick-up and dispatch area for all incoming, outgoing, and departmental mail. It also housed one of the telephones—the other telephone was located in Tallidata. This phone setup was a tele-trainer unit and used only for communications between Tallidata and the Lester Hill Corporation.

17. Each student was given a copy of the Lester Hill Corporation Organization Chart (See Appendix D, page 55) and Employee's Guide.

18. From the Employee's Guide, each student determined which position in the Lester Hill Corporation she was interested in and filled out an employment application. (See Appendix D, page 56).

19. Job interviews were then set up for each student. These interviews were conducted by four male staff members--
two business education teachers and two guidance counselors. The interviewers completed an interview evaluation form (See Appendix D, page 57) on each student and submitted the form to the Vice President of the Lester Hill Corporation (instructor.)

20. A memorandum was sent to each student informing her of the initial position to which she was assigned. (See Appendix D, page 58). Each student then studied her duties and responsibilities in detail and departmental meetings were held.

21. The necessary materials and supplies were given to each department manager and Tallidata. Each department was then responsible for setting up its own files and work area.

22. Purchase orders were fed into the simulation daily by the instructor. These purchase orders were then processed by the students in the appropriate manner and sent through the different channels.

23. At this point, the program was in full-scale operation. Purchase orders from customers were coming in and merchandise was being sent out and reordered to sustain the inventory. Payments from customers were received; payments were made to suppliers; and deposits were made daily in the bank. A banking period was also set up.

24. Each employee kept a weekly work report which was submitted to the General Manager on Friday of each week.
(See Appendix D, page 59). The General Manager checked the work report over for accuracy and then submitted the report to the Vice President (instructor.)

25. The students were evaluated by the Vice President, with the help of the General Manager, and an Employee Evaluation Form was completed. (See Appendix D, page 60). A payroll record and pay checks were prepared for each employee. (See Appendix D, page 61). Each student received a copy of the evaluation form and pay check. The base salary for each employee was $60 per week with an opportunity to earn as much as $100 per week through bonuses for good work, perfect attendance, punctuality, good attitude, and good work habits.

26. The students were rotated every three weeks to a new position and department to allow for varied experiences. However, they were permitted to submit a request for transfer (See Appendix D, page 62) at any time.

27. The students were also encouraged to complete an employee suggestion form (See Appendix D, page 63) at any time during the simulation in order to help improve the operation of the company.

28. After the close of the Lester Hill Program, each student submitted her evaluation of the simulation.

29. A picture that appeared in the local newspaper of the Lester Hill Corporation is shown in Appendix D, page 64. Unfortunately, all of the students could not be included in the picture due to lack of space.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Since vocational education is becoming a "must" in all secondary educational institutions, it is necessary that teachers make their course work and instruction as realistic as possible. One of the approaches to this realism in office education classes is through the implementation of the integrated office laboratory and Lester Hill Program. During the past school year, 1972-73, this approach was used by the writer in the steno office block and clerical office block classes at Menominee Area High School, Menominee, Michigan.

In the preceding chapters of this report, the writer has shown how the integrated office laboratory and Lester Hill Program were put into effect and what took place during the operation of the program.

Conclusions

The implementation and operation of the integrated office laboratory and Lester Hill Program at Menominee Area High School proved to be a success during its first year of operation. Many students had no concept of office operations and felt that the Lester Hill Program made them more knowledgeable and aware of their chosen careers.
Recommendations

It is recommended that the high school retain the second year of shorthand as a normal class in addition to the integrated office laboratory. It is difficult for students to develop their shorthand skills during the operation of the Lester Hill Program.

The writer also recommends that the students be rotated to a new position within the Lester Hill Corporation approximately every week. The jobs are somewhat routine and not difficult to learn. The students should be given the opportunity to work in the different positions so that their experiences will be more varied and their awareness broadened in office operations.
Ansul Company recently donated a Friden "Flexowriter" to Menominee High School. The machine, being demonstrated here by Greg Gregerson (left), Ansul's Computer Operations Manager, is designed to automate everyday business transactions such as purchasing, letter-writing and labeling. Observing the demonstration are Assistant Principal Robert Liberty and Instructor Mary Kay Schwartz. The school plans to use the machine for both instructional and administrative purposes.
PROPOSAL
FOR
INTEGRATED OFFICE LABORATORY

Menominee Area Public Schools
Menominee, Michigan
March 1, 1972
A. List of courses which describe the program including those for which reimbursement is not requested.

Typewriting I - full year (Grades 10, 11, 12)
Typewriting II - full year (Grades 11, 12)
Personal Typing - (one semester)
Shorthand I - full year (Grades 11, 12)
Shorthand II - full year (Grade 12)
Office Practice - full year (Grade 12)
Business English - one semester (Grade 11)
General Business - full year (Grades 9, 10, 11, 12)
Bookkeeping I - full year (Grades 9, 10, 11, 12)
Consumer Economics - full year (Grades 11, 12)
Retail Selling - full year (Grade 12)
Cooperative Work Experience Program - full year (Grade 12)

B. We plan to offer two two-hour clerical office blocks (Typing II, Office Practice) and one two-hour stenographic office block (Typing II, Shorthand II, and Office Practice).

Explanation: This course will combine related subjects such as typing, shorthand, bookkeeping, clerical work, English, office practices, and office machines into a realistic office situation. Practical experiences in actual office occupations enable students to apply a combination of skills previously acquired in pre-vocational subjects. The office laboratory setting provides individual instruction related to the students' occupational objectives, based on analysis of individual performance.

Through the integrated office laboratory, the students should become proficient in the various skills necessary to meet job competency. The students will be provided with realistic experiences in the simulated office so that they will be able to apply all their previously learned skills and knowledges to perform a specific job. It is hoped that all students will develop a mature attitude toward their work and will learn to get along well with their fellow workers.
I. Orientation
   A. Course Explanation
   B. Performance Objectives
   C. Introduction of various equipment
   D. Pre-tests

II. Shorthand and Transcription
   A. Review of basic knowledge - re-emphasis
   B. Practice dictation for speed (and endurance)
      1. Dictation by the instructor and the Gregg
         Shorthand Tape System
   C. Rapid reading of shorthand from plate material,
      dictated notes, and homework
   D. Review of basic English for transcription purposes
   E. Review and development of technique skills for
      transcription
   F. Extensive work on mailable copy

   Students will also take dictation from the office
   manager and will transcribe same into mailable
   copy at the typewriter. This dictation will consist
   of any correspondence or material necessary for the
   efficient operation of our particular simulated office.

III. Typing
   A. Review of basic techniques and skills
   B. Timed writings for speed and accuracy skills
   C. Production Work - emphasis on letters, tabulation,
      manuscript and various business forms

   Students will type the various business forms, letters,
   and any other material that is channeled through the
   simulated office.

IV. Machine Transcription
   A. Costs of a letter and improvement of same
   B. Familiarization with various dictating and
      transcribing machines used in business offices
   C. Care of equipment and records
   D. Operation of the dictating and transcribing
      machines (tapes and records) and preparation of
      the transcript

   Students will transcribe from the machines any
   correspondence for the simulated office that has been
   dictated by the office manager or the instructor.
V. Calculating Machines

A. Introduction to machines and instructions
B. Students work on each different type of machine from published workbooks and compute any calculations needed in the office simulation setup.

Training and practice on various machines used in business offices will be provided so that students will be able to operate these machines in an acceptable manner on the job. They will achieve an understanding of how machines can be used in the solution of office problems, and such an understanding of the use of office machines will be imparted so that further on-the-job development will be possible for the students.

VI. Duplicating

A. Review of carbon copies
B. Fluid process duplicator
C. Thermo Copier
D. Stencil process duplicator
   (Preparation of master and operation of equipment
E. Photocopy
F. Mimeoscope

Students will make copies of materials required by the simulated office. The office manager or instructor will tell the students how many copies are needed, and then it is left to the students to determine which process to use and they will follow through until the operation is completed.

VII. Communications

A. Review of basic English and effective business letter writing technique
B. Review of business papers and forms involving communication
C. Use of telephone and telegraph
D. Mailing procedures

Given the needed information by the office manager, the students will organize and type their own letters for the simulated office.
VIII. Filing

A. Training in filing systems
   1. Alphabetic
   2. Numeric
   3. Geographic
   4. Subject
B. Training in file organization (different types of filing systems available)
C. Care of equipment and supplies
D. Card files
E. Cross-Indexing
F. Transfer and protection of records
G. Explanation of microfilming

A complete filing system involving the simulated office activities will be organized and maintained by the students.

IX. Office Activities Involving the Handling of Money and Records

A. Review of basic banking operations
B. Review of basic bookkeeping operations
C. Handling of receipts
D. Handling of various business forms for record purposes

The students will perform all bookkeeping, banking, and record keeping operations for the simulated office.

X. Receptioning

A. Greeting callers
B. Answering telephone
C. Other various receptionist duties

The students will each have a chance to act as the office receptionist and will perform all duties involving this particular position.

XI. Human Relations

A. Importance of good health and grooming (Resource persons will be made available)
B. Personality Traits
C. Employment procedures for finding a job
   1. Sources
   2. Application
   3. Interview
   4. Pre-employment Tests
   5. Follow-up Interview
D. Information on various jobs available within and outside the community

E. Training and administration of Civil Service Tests

XII. Post-Test and Evaluation

All of the instruction outlined above will take place in an office block situation and will be centered around the activities and duties involving our particular simulated office. At this time, however, we cannot say exactly what our simulated office will be - possibly dealing with insurance or sales.

Each student will have an opportunity to perform in each different capacity or position of the simulated office. This will probably be accomplished on a rotation basis or where a specific need is in demand.

It is hoped that we will be able to place at least one girl during the office block (on a rotation basis) in our Commercial Department office. She will act as a receptionist or stenographer and will perform all duties involving this particular job and office.

We also have a Steno Club at Menominee High School that consists of junior and senior girls. These girls do typing for teachers, students, and people from the community.

A constant effort is made throughout the year to acquaint the students with an understanding of the office worker's place in the business world, to provide them with the necessary skills, and to help them develop the personal qualities necessary for success.
C. Inventory of Equipment on Hand

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Make of Machine</th>
<th>Year Purchased</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Monroe Adding Calculators</td>
<td>1963</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Victor Full-Key Adding</td>
<td>1966</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1967</td>
<td>$ 370</td>
</tr>
<tr>
<td>1</td>
<td>R.C. Allen Full-Key Adding</td>
<td>1958</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Remington Ten-Key Adding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Victor Calculators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Underwood Printing Calculator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Olivetti Divisumma 24)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Monroe Calculators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Logos 250 Electronic Calculator</td>
<td>1971</td>
<td>$ 895</td>
</tr>
<tr>
<td>1</td>
<td>Logos 328 Electronic Calculator</td>
<td>1968</td>
<td>$1500</td>
</tr>
<tr>
<td>1</td>
<td>Friden Rotary Calculator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Commodore Calculator</td>
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<td>1</td>
<td>IBM Selectric Typewriter</td>
<td>1971</td>
<td></td>
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<tr>
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<td>$ 135</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>Olivetti Underwood Copia II</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>Thermo Copier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Liquid Duplicator</td>
<td>1966</td>
<td>$ 275</td>
</tr>
<tr>
<td>1</td>
<td>Gestetner Stencil Duplicator</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Mimeoscope w/ drawing board</td>
<td>1963</td>
<td>$ 39</td>
</tr>
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<td></td>
<td></td>
<td>1963</td>
<td>$ 39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1970</td>
<td>$ 58</td>
</tr>
</tbody>
</table>

It can be assured that sufficient instructional equipment will be available when program starts.
E. Laboratory facilities will be utilized for six class periods each day – this is a normal school day. They will be in sections of three two-hour blocks.

F. Evidence has previously been provided that student interest and occupational opportunities justify approval of this program. This was provided by a survey that was made a few years ago.

G. Performance objectives will be prepared by July 1, 197__.

H. Shared-time programs with other districts have been considered, but it was found that this would not be feasible.
APPENDIX C
### I. PROGRAM INFORMATION

A. General Occupational Field:  
   - Agriculture  
   - Consumer and Homemaking  
   - Distributive  
   - Health Occupations  
   - Occupational Home Economics  
   - Technical  
   - Office Education  
   - Trade and Industrial  

B. Title of Program: Integrated Office Laboratory  
   OE Code: 14.0300  
   Starting Date: August 28, 1972  
   OE Code: 14.000

C. Specific family occupations (refer to "Codes & Titles; Vocational-Technical Instructional Programs" following Page 48, "Michigan Guide") for which the program is intended:  
   - Office Education

Building name and location where program will be conducted: New Menominee High School, 18th Street and 20th Avenue, Menominee, Michigan 49858

### II. COURSES FOR WHICH INSTRUCTIONAL REIMBURSEMENT IS REQUESTED

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>O.E. Code</th>
<th>ESTIMATED STUDENT ENROLLMENT</th>
<th>TOTAL MINUTES COURSE IN SESSION PER WEEK</th>
<th>LENGTH OF COURSE IN WEEKS</th>
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</thead>
<tbody>
<tr>
<td>Clerical Office Block (2)</td>
<td></td>
<td>50</td>
<td>575</td>
<td>38</td>
</tr>
<tr>
<td>Stenographic Office Block (1)</td>
<td></td>
<td>20</td>
<td>575</td>
<td>38</td>
</tr>
</tbody>
</table>

### III. ATTACH THE FOLLOWING IN DUPLICATE

A. A list of courses which describe the program INCLUDING those for which reimbursement is not requested.

B. A copy of the topical outline and course description of the content for each separate vocational course.

C. For a new program include copies of the inventory of equipment on hand. Indicate the age and general condition of all major items of equipment. Give assurance that sufficient instructional equipment will be available when program starts.

D. Indicate the extent to which classroom or laboratory facilities are to be utilized for this program. Use normal school day as a base, specifying any extended school-day operations, if applicable.

E. Provide evidence that student interest and occupational opportunities justify approval of this program.

F. Give assurance that performance objectives have been prepared or will be prepared by September 2, 1974.

G. Give assurance that shared-time programs with other districts have been considered.

### IV. LABORATORY ROOM MEASUREMENTS

<table>
<thead>
<tr>
<th>LABORATORY ROOM NAME</th>
<th>MEASUREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Office Lab</td>
<td>32' X 26'</td>
</tr>
<tr>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### V. ADVISORY COMMITTEE

This program of instruction will not be approved unless the program has been developed and conducted in consultation with an advisory committee of people representative of the occupational objective. We have complied with this requirement and the names of committee members are available for inspection.  

YES [ ]  NO [ ]
APPLICATION FOR VOCATIONAL EDUCATION EQUIPMENT

(Choosing the appropriate option)

SITTING AGENCY
Legal Name of District: Menominee Area Public Schools
District Code No.: 55-100
Telephone - Area Code: 1-906-863-3091
Local No.: 6655

OPERATING AGENCY
Legal Name of District: Menominee Area Public Schools
District Code No.: 55-100
Telephone - Area Code: 1-906-863-2104
Local No.: 863

ILING INSTRUCTIONS:

SCHOOL DISTRICT - Return BLUE, PINK and GREEN copies by FEBRUARY 15, 1972 to your CAREER EDUCATION PLANNING DISTRICT COORDINATOR. Retain WHITE copy.

CAREER EDUCATION PLANNING DISTRICT COORDINATOR - Return BLUE and PINK copies by MARCH 1, 1972 to the STATE address indicated above. Retain GREEN copy.

GENERAL INSTRUCTIONS: USE THIS FORM FOR PURCHASE, RENTAL OR LEASE AND SPECIAL PROJECT EQUIPMENT. (USE A SEPARATE FORM FOR EQUIPMENT TO BE USED IN EACH PROGRAM)

RTI

PROGRAM INFORMATION

1. General Occupational Field: □ Agriculture
   □ Distributive
   □ Office Education
   □ Home Economics (WAGE EARNING ONLY)
   □ Technical
   □ Trade and Industrial
   □ Health Occupations

2. Title: Integrated Office Laboratory

3. Title of course(s): Clerical Office Block and Stenographic Office Block

4. Specific family of occupations for which the program is intended. (Refer to U.S. Office Education Publication, OE-80061.) 60.000

5. Building name and location where program will be conducted: New Menominee High School, 18th Street and 20th Avenue, Menominee, Michigan 49858

TIME USAGE OF EQUIPMENT

A. Total hours in regular school week: 30.00 hrs.
B. Total hrs/wk equipment will be used for eligible programs:
   (1) Secondary: 30.00 hrs
   (2) Adult: 30.00 hrs
C. Total contact hrs/wk equipment will be used for eligible programs:
   (1) Post-Secondary: 30.00 hrs
   (2) Adult: 30.00 hrs
D. Contract or teacher load (Post Secondary):

III. EQUIPMENT INFORMATION (DATA FROM PART 2)

A. Total number of attached Part 2 pages
B. Total cost of items requested
C. TRADE IN ALLOWANCE of replaced items
D. NET COST

REQUESTED ITEMS OF EQUIPMENT (Use Form YE-4004, PART 2 as necessary)

CERTIFICATION:

I certify that the information on PART 1 and all attached copies of PART 2 of this form is true and correct to the best of my knowledge.

Date Submitting Educational Agency Administrator ____________________________ (Signature)

Date Operating Educational Agency Administrator ____________________________ (Signature)

Contact Person ____________________________ Telephone ____________________________
<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item Name</th>
<th>Number</th>
<th>Total Quan.</th>
<th>Unit Cost</th>
<th>Total Cost</th>
<th>Net Cost</th>
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<tr>
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<td>X 25</td>
<td>457.90</td>
<td>1147.50</td>
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<td></td>
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<td></td>
<td>Four drawer letter size file with lock</td>
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<td>154.75</td>
<td>154.75</td>
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<td>153.80</td>
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<td>1.45</td>
<td>.36</td>
<td>1.09</td>
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<td>3.20</td>
<td>3.20</td>
<td>.80</td>
<td>2.40</td>
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<td>.29</td>
<td>7.25</td>
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<tr>
<td></td>
<td>General utility shears</td>
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<td></td>
<td>Steel desk trays</td>
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<td>3.70</td>
<td>185.00</td>
<td>47.50</td>
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<tr>
<td></td>
<td>Stacking posts for steel desk trays</td>
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<td>.75</td>
<td>18.75</td>
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<td>15.00</td>
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<td></td>
<td>Desk drawer stationery racks</td>
<td>X 25</td>
<td>7.80</td>
<td>195.00</td>
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<td></td>
<td>Scotch tape dispensers</td>
<td>X 25</td>
<td>2.00</td>
<td>50.00</td>
<td>7.50</td>
<td>42.50</td>
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<td>Staplers with removers</td>
<td>X 25</td>
<td>4.45</td>
<td>111.25</td>
<td>27.80</td>
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<td></td>
<td>Electric typewriters</td>
<td>X 25</td>
<td>315.00</td>
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<td>7875.00</td>
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<tr>
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<td>X 25</td>
<td>($70 per mo.) Inst. Cost</td>
<td>270.00</td>
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<td></td>
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<tr>
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<td>X 10</td>
<td>80.00</td>
<td>800.00</td>
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<td></td>
<td>IBM Executary Transcribers</td>
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<td>400.00</td>
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<tr>
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<td>IBM Executary Combination</td>
<td>X 2</td>
<td>635.00</td>
<td>1070.00</td>
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</table>

Sub-total this page: 27327.05 4506.61 23090.44

(Carry sum of all sub-totals forward to PAGE I, ITEM III)
APPENDIX D
March 1, 1972

Att: Miss Schwartz

Menominee High School
Commercial Dept.
Menominee, Michigan 49858

Dear Miss Schwartz:

We wish to Thank You for giving us the opportunity of quoting you prices on typewriters, and equipment.

Prices are as follows:

| 25 Each | #2030-291 A.S.E. Basic desk 54x30" basic desk, single pedestal consisting of one box drawer, 1 letter drawer. Laminate top, brushed chrome legs and hardware., standard colors, with #2108-R61 return 36x18" top with one box drawer and one letter drawer. @$57.90 ea. | $1147.50 |
|         | Less school discount | $3720.05 |
|         |                      | $7727.45 |

| 25 Each | #941 A.S.E. Secretarial Posture chairs, combination fabric seat and back with Vinyl trim, standard color frames with brushed chrome bases. @$72.50 ea. | $1812.50 |
|         | Less school discount | $489.40 |
|         |                      | $1323.10 |

| 1 Each  | #5411L A.S.E. Four drawer letter size file with lock, "A" Grade, standard color. | $154.75 |
|         | Less school discount | $41.75 |
|         |                      | $133.90 |

<p>| 1 Each  | #5411L A.S.E. Four drawer letter size file without lock, &quot;A&quot; Grade, standard color. | $136.75 |
|         | Less school discount | $36.25 |
|         |                      | $99.80 |</p>
<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
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<tr>
<td>1 Each</td>
<td>#3094-001 A.S.E. Bookcase 36x15&quot; selfedge laminate top, three adjustable shelves, 35 1/4x12x52&quot;, standard colors, brushed chrome.</td>
<td>227.90</td>
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<tr>
<td></td>
<td>Less school discount</td>
<td>74.10</td>
</tr>
<tr>
<td>1 Each</td>
<td>#Q1-TU-712-12 (Page 128 Fig. &quot;D&quot; B &amp; B catalog). Evans gathering rack 12 sections.</td>
<td>17.50</td>
</tr>
<tr>
<td></td>
<td>Less school discount</td>
<td>3.50</td>
</tr>
<tr>
<td>1 Each</td>
<td>#W7-811 1/2 Date stamp (Page 457 B&amp;B catalog).</td>
<td>1.45</td>
</tr>
<tr>
<td></td>
<td>Less school discount</td>
<td>.36</td>
</tr>
<tr>
<td>1 Each</td>
<td>#P5-150 Postal scale (1 lb. capacity). Page 418 Fig. &quot;C&quot; B&amp;B catalog.</td>
<td>3.20</td>
</tr>
<tr>
<td></td>
<td>Less school discount</td>
<td>.80</td>
</tr>
<tr>
<td>25 Each</td>
<td>#35-R501-12 Wescott wood rulers with single brass edge (Page 343). @.29</td>
<td>7.25</td>
</tr>
<tr>
<td></td>
<td>Less school discount</td>
<td>1.60</td>
</tr>
<tr>
<td>25 Each</td>
<td>#Q9-3218 Claus general utility shears. 8&quot; length. (Page 391). @6.00 ea.</td>
<td>150.00</td>
</tr>
<tr>
<td></td>
<td>Less school discount</td>
<td>30.00</td>
</tr>
<tr>
<td>50 Each</td>
<td>#H8-SUT.1-59 Globe Wernicke steel (Page 102). desk trays, Black. @3.70</td>
<td>185.00</td>
</tr>
<tr>
<td></td>
<td>Less school discount</td>
<td>47.50</td>
</tr>
<tr>
<td>25 Each</td>
<td>#H8-SUTS-12 Stacking posts for above sets of 4. @.75 per set</td>
<td>18.75</td>
</tr>
<tr>
<td></td>
<td>Less school discount</td>
<td>3.75</td>
</tr>
<tr>
<td>25 Each</td>
<td>#H9-792-1 Desk drawer stationery racks, 4-compartments, 11 3/8x15 1/2&quot;D, Grey (Page 99 Fig. &quot;A&quot;). @7.80 ea.</td>
<td>195.00</td>
</tr>
<tr>
<td></td>
<td>Less school discount</td>
<td>58.50</td>
</tr>
<tr>
<td>25 Each</td>
<td>#R8-C15 Scotch tape dispensors, Black &quot;Decor&quot; model (Page 417) @2.00 ea.</td>
<td>50.00</td>
</tr>
<tr>
<td></td>
<td>Less school discount</td>
<td>7.50</td>
</tr>
<tr>
<td>25 Each</td>
<td>#XL2-D8RC Bostitch &quot;BB&quot; Staplers with removers, Black @4.45 ea.</td>
<td>111.25</td>
</tr>
<tr>
<td></td>
<td>Less school discount</td>
<td>27.80</td>
</tr>
<tr>
<td>25 Each</td>
<td>Remington Electric typewriters, Model &quot;26&quot;, 13&quot; Carriage choice of type style, (Pica or Elite). @315.00 ea.</td>
<td>7875.00</td>
</tr>
<tr>
<td></td>
<td>Less school discount</td>
<td>7875.00</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>17880.24</td>
</tr>
</tbody>
</table>
On the above typewriters will be invoiced by and payment to be made to Remington Rand. Service for one year at no additional charge by BIRCH & BLAIR OFFICE MACHINES CORP. who have factory trained technicians. Delivery can be made in approximately 30 to 45 days after receipt of order at the factory.

All prices on equipment are set-up and delivered. An additional 2% ten day cash discount will be allowed on equipment and supplies invoiced by BIRCH & BLAIR., Net thereafter.

Thank you
Very truly yours,

BIRCH & BLAIR OFFICE MACHINES CORP.

[Signature]
John J. Blair

JJB/ewp
October 5, 1972

Mr. Ivan Ryan:

Material for Office Block Program

APEX -

Cost: To accommodate 30 students, first year - $2,037.45
" " " " following years - $292.50

To accommodate 40 students, first year - $2,699.95
" " " " following years - $390

APEX approximates an actual office situation in every possible way. It provides a variety of job positions for 20 students and enough material and simulated exercises to last the entire year.

The students are working for a simulated company (American Paper Exporters Association) and are able to experience all of the different activities involved with office work. They rotate from job to job and remain at each job until they have acquired the necessary skills and efficiency to be employable upon completion of the course.

APEX is a company in itself and is separated into small divisions, thus providing much variety.

Lester Hill -

Cost: To accommodate 20 students, $200 yearly (Approximately)
" " 40 students, $400 yearly

This material is also set up to provide activities in a simulated office while the students are working for a particular company. In this case, it is the Lester Hill Company. Lester Hill is not as extensive as APEX, however, and the material will last approximately two to three months. I feel that the jobs are more routine and the experiences not as varied as the APEX Program.

Since we are getting such a late start with the program this year, and funds are very limited, it may be advisable to start off with the Lester Hill Program for the first year and possibly change to APEX or something similar later on. By next year, there should be different companies who have developed more material in the field, and existing programs will have been improved.

Mary Kay Schwartz
MEMORANDUM

TO: Mr. Ivan Ryan
FROM: Miss Mary Kay Schwartz
DATE: November 3, 1972
SUBJECT: PRIORITY EQUIPMENT FOR OFFICE BLOCK CLASSES

The following is a list of equipment we should have for the office block classes if we are able to obtain office-style desks. We would only need 15 of each this year, but it may be feasible to look ahead and get 20 of each for future years, if possible.

20 Basic office-style desks - minimum size of 54" x 24", with single pedestal consisting of one box drawer and one letter drawer
Credenzas - minimum size of 24" x 20"

20 Secretarial posture chairs
20 Desk drawer stationery racks, 4-compartments
40 Steel desk trays with stacking posts
20 General utility shears, 8" length
20 Staplers with removers
20 Scotch tape dispensers
20 Wooden rulers
1 Date stamp
1 Four drawer letter-size file with lock
LESTER HILL CORPORATION

EMPLOYMENT APPLICATION

Personal Data

Applying for Position As ______________________________ Salary Required __________________ Date Available __________

Name ______________________________ (Last) __________________ (First) __________________ (Middle)

Address ______________________________ (Street) __________________ (City) __________________ (State) __________________ (Zip Code)

Telephone Number ______________________________ Social Security Number __________________

Birth Date ______________________________ (Month) __________________ (Day) __________________ (Year) __________

Marital Status: □ Single □ Married (Maiden Name ______________________________ ) □ Widowed □ Separated □ Divorced

□ Number of Children __________ Number and Relationship of Other Dependents __________________

Do you have or have you had any serious or prolonged illnesses? □ Yes □ No If "Yes," explain. __________________

Educational Data

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>PRINT NAME, NUMBER AND STREET, CITY, STATE, AND ZIP CODE FOR EACH SCHOOL LISTED</th>
<th>DATES</th>
<th>COURSE OR MAJOR</th>
<th>GRADUATED?</th>
<th>DEGREE RECEIVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE SCHOOL</td>
<td></td>
<td>From</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIGH SCHOOL</td>
<td></td>
<td>From</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLLEGE</td>
<td></td>
<td>From</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSINESS, TRADE, OR NIGHT SCHOOL</td>
<td></td>
<td>From</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approximate Scholastic Average: High School ______ College ______ Class Rank: High School ______ College ______

School and College Activities (sports, publications, honors, dramatics, offices held) __________________

Military Data

Have you ever served in the military service of the United States? __________________

Branch of Service __________________ From ______ To ______ Rank ______
# Skills

List any special skills you may have. ____________________________________________

List any hobbies or special interests outside of business. 1. ___________________________ 2. ___________________________________ 3. ___________________________________

Indicate the amount of time devoted to each. 1. ___________________________ 2. ___________________________________ 3. ___________________________________

☐ Speak ☐ Read  ☐ Write  ☐ Speak  ☐ Read  ☐ Write

What foreign languages do you speak, read, or write? ____________________________________________

What business machines can you operate? ____________________________________________________

Typing Speed _______ words per minute ☐ Electric ☐ Manual  Steno Speed _______ words per minute Method ____________________________

# Employment Data

Begin with most recent employer. List all employment, no matter how short the term.

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Employed From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address</td>
<td>Salary: Start</td>
<td>Finish</td>
</tr>
<tr>
<td>City</td>
<td>State</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Name and Title of Supervisor</td>
<td>Your Title</td>
<td></td>
</tr>
<tr>
<td>Description of Duties</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason for Terminating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name</td>
<td>Employed From</td>
</tr>
<tr>
<td>Street Address</td>
<td>Salary: Start</td>
</tr>
<tr>
<td>City</td>
<td>State</td>
</tr>
<tr>
<td>Name and Title of Supervisor</td>
<td>Your Title</td>
</tr>
<tr>
<td>Description of Duties</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason for Terminating</th>
<th></th>
</tr>
</thead>
</table>

# References

List three people who are not related to you and who are not former employers or supervisors.

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>OCCUPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I certify that the above statements are true and complete to the best of my knowledge. I understand that employment is contingent upon the accuracy and acceptability of the statements herein.

Date __________________________ Signature __________________________
INTERVIEWER'S EVALUATION

Name of Applicant ________________________

Place a check mark in the appropriate column.

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice and Language Usage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge and Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness with People</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Interest</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Applicant will receive written notice in the future informing her of the outcome of the interview.

Base starting salary will be $60 per week, but students may earn as much as $100 per week through bonuses for good work, perfect attendance, punctuality, good attitude, and good work habits.

Sample Questions:

1. Why do you want to work for this company?
2. Have you had any experience in office work? If so, explain.
3. Have you enjoyed your business courses in high school?
4. What specific skills do you possess?
5. What are your plans after graduation?
6. When would you be available for work?
7. What starting salary would you expect?
8. May we ask your present or former employer about your work?
LESTER HILL CORPORATION

To:

The Lester Hill Corporation is pleased to welcome you as a new employee.

You have been assigned to the position of:

On behalf of the corporation, I would like to wish you success in your new position.

Miss Mary Kay Schwartz
Executive Vice President
WEEKLY WORK REPORT

Week of __________

Employee ____________________________________________

Department __________________________________________

<table>
<thead>
<tr>
<th>DAY</th>
<th>MON.</th>
<th>TUE.</th>
<th>WED.</th>
<th>THU.</th>
<th>FRI.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record &quot;A&quot; for Absent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record &quot;L&quot; for Late</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BASE SALARY + Bonus $ ___ GROSS SALARY

$ _______ - Deduction $ _______ $ _______


State
City

FICA

Other

TOTAL DEDUCTIONS

NET SALARY (Take-Home Pay)

Payroll Clerk ___________ Executive V.P. ___________
EMPLOYEE EVALUATION FORM

Use this form to evaluate each employee. For each factor, select the group of words which best describes your judgment of the employee and circle the appropriate point value. When you have rated the employee on all factors, add the points and record the total score.

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>JOB TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. KNOWLEDGE OF JOB:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider extent of person's knowledge of present job. Does he know what to do and why? Is he on the alert to increase his knowledge?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Has an exceptional thorough knowledge of work</th>
<th>Has good knowledge of work</th>
<th>Requires considerable coaching</th>
<th>Has inadequate knowledge of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. QUALITY OF WORK:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider ability to turn out work which meets high quality standards. Consider accuracy and neatness of work, regardless of volume. How frequent and serious are errors?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Highest quality</th>
<th>Well done</th>
<th>Passable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>15</td>
<td>12</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. QUANTITY OF WORK:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the volume of work produced under normal conditions. Does he produce the volume he should on each task? Does he meet the quantity standards you have set for job?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Large volume</th>
<th>Good volume</th>
<th>Slightly below average volume</th>
<th>Unsatisfactory volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>15</td>
<td>12</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. ATTENDANCE AND PUNCTUALITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider frequency of absences as well as lateness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Record is excellent</th>
<th>Occasionally absent or late</th>
<th>Frequently absent or late</th>
<th>Undependable; absent or late without notice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. ATTITUDE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider attitude toward work, company, and associates, and willingness to work with and for others. Does he &quot;pitch in&quot; when needed? Work smoothly with others? Make an effort to understand and observe company policies? Is he willing to do the less desirable tasks?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Unusually fine attitude</th>
<th>Good attitude</th>
<th>Passable</th>
<th>Poor attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. JUDGMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider ability to make decisions and to utilize working time to best advantage. Does he plan logically to get work done in best possible manner? Are all facts obtained before making decisions? Does he know when to seek advice? In unusual situations, does he act wisely?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Justifies utmost confidence</th>
<th>Applies himself well; needs little supervision</th>
<th>Needs frequent checking</th>
<th>Cannot be relied upon; needs constant supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. RELIABILITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider ability to get work out under pressure, and to follow job through to completion. Can he be depended upon to complete assignments satisfactorily and on schedule? Is he willing to dig in to meet peak loads? Does he retain his composure under pressure?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Can always be counted upon</th>
<th>Generally can be counted on</th>
<th>Unpredictable under pressure</th>
<th>&quot;Cracks up&quot; under pressure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>15</td>
<td>12</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. FLEXIBILITY-ADAPTABILITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the speed with which he learns and the amount of instruction required to teach him new duties. Does he adapt easily to new conditions? Does he learn fast and is he confident of his ability to learn? Is he willing to try new ideas?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Learns fast</th>
<th>Learns reasonably fast</th>
<th>Slow to learn</th>
<th>Unable to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. PERSONAL CHARACTERISTICS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider Appearance, Personality, Integrity, &quot;Housekeeping&quot;. Is his honesty and integrity beyond reproach? Is he capable of properly representing the company over the phone or directly with the public? Does he dress suitably for the job? Is general impression one of neatness and cleanliness? Does he keep his desk or work area orderly?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Decidedly favorable</th>
<th>Good</th>
<th>Passable</th>
<th>Generally unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
**STER HILL CORPORATION**

**Statement of Earnings and Deductions**

<table>
<thead>
<tr>
<th>Name</th>
<th>Base</th>
<th>Deductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gular</td>
<td>$60</td>
<td>Fed. Tax -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F.I.C.A. -</td>
</tr>
</tbody>
</table>

Total Earnings -  
Total Deductions -  
Net Pay -

Employee Name -  
Department -  
Check No. -

**STER HILL CORPORATION**  
Check No. -

Date ________________

To the Order of ________________________________________ $ __________

_________________________________________________________ Dollars

Vice President

Pay Ending Date
REQUEST FOR TRANSFER

Date __________________________

Name _______________________________________________________

Present Job Title ______________________________________________

Department ____________________________________________________

I REQUEST A TRANSFER FROM MY PRESENT JOB TO THE FOLLOWING ONE:

Job Title _____________________________________________________

Department ___________________________________________________

REASON FOR TRANSFER REQUEST:

(Use reverse side if necessary.)
EMPLOYEE SUGGESTION FORM

Date __________________________

Name __________________________ Department __________________________

I THINK MY SUGGESTION WILL (check one or more):

Improve _____ Office operations  Save _____ Man-hours

_____ Customer service  _____ Money

_____ Personnel relations  _____ Materials or

_____ Quantity or quality supplies

of work

MY SUGGESTION IS:

(Use reverse side if necessary.)
Business classes at Menominee High School have a new appearance this year, with the classroom changed to form a simulated office force working for the Lester Hill Corp. Senior girls of Miss Mary Schwartz' business class develop a wide range of occupational experience by rotating every two weeks to a new position. Pictured working in the accounting department is Kathy Beyer with Lana Pogrant as billing clerk. (Photo by Gil Grinstein of The Herald-Leader Staff).
SELECTED BIBLIOGRAPHY

Books


Periodicals


Horn, Richard G. "New BOE Model Lab at KSU." *The Ohio Business Teacher,* XXXII (March, 1972), 44-45.


Unpublished Materials


