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Employment factors in the city of Quincy, Massachusetts.

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EMPLOYMENT FACTORS
IN THE CITY OF
QUINCY, MASSACHUSETTS

A THESIS
Presented to
the Faculty of the School of Education
Boston University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
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June 1955

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CHAPTER I

THE PROBLEM

Statement of the problem. The purpose of this study is to provide the employment figures and job classifications necessary to accompany the commentary for a colored, sound motion picture film, with supplementary Kodachrome film slides, depicting local business and industry in the city of Quincy, Massachusetts.

Justification of the study. Quincy, located about eight miles south of Boston, is a city with a little over 85,000 residents. At the time of this study (1954, 1955) there are 126 diversified industrial firms situated in the city and over 500 retail establishments. For many years the feeling existed that the Bethlehem Steel Yard was the backbone for employment in the Quincy area. "As Fore River went so went Quincy" was the common expression. However, the last decade has proven to the contrary. Analysis of statistics from the United States Employment Security Office, during a period of major shipyard layoffs, has indicated little change in the unemployment payments to workers in the Quincy area. From this fact it is quite evident that the great majority of those laid off were placed in other industries located in the city.

The yearly changes in employment opportunities for a city with great diversity of occupations present a problem of continual study and research for the department of Guidance in the Quincy school system. The future shortages and surpluses of employees have not been determined on a cumulative basis, that is to say, the job opportunities as they exist yearly are not fully presented to the students of the high schools. A program of "Distributive Education" now in progress at the secondary school level has done its part in alleviating this condition. A little over twenty students are enrolled in this program annually. These students attend school in the morning and are employed in the afternoons, Saturdays and vacation periods. The jobs involve primarily the retail stores in the city as no work program in the industrial concerns has been attempted.

Much more information relative to occupations, edited yearly, is necessary. A thorough investigation of the field of occupations for the city of Quincy has been approved by the Department of Guidance and Research of the Quincy Public Schools. This study is co-sponsored by the Quincy Chamber of Commerce and has been divided in two parts: first, a full length color, sound motion picture film and supplementary Kodachrome film slides

(the film will depict "Industry and Progress" in the city of Quincy and the slides are to portray job sequences under actual working conditions) and the second, an occupational survey to provide the necessary employment figures and job classifications. The writer of this study has been selected to do the occupational survey.

Objectives of the survey. As in every study there must be objectives to follow and these objectives must meet the demands and questions of our graduating youth in the city of Quincy. The objectives are as follows:

Primary

To provide the employment figures and job classifications.

Secondary

1. To supply additional and up-to-date vocational information and guidance to senior high students.
2. To develop factual information for use in planning or revising the curriculum which prepares the students to take their places in the community as workers.
3. To improve the relationship between the schools and industry in the city.
4. To provide the benefits derived from first-hand community experience by actual participations whether they be by students, teachers or other personnel.
5. To increase the scope of the program of

"Distributive Education" now a part of the school curriculum.

Approximately twenty per cent of our high school students are preparing for college entrance, about twenty per cent go directly into the clerical or trades work, which leaves sixty per cent undecided. Therefore the schools are concerned with approximately eighty per cent of each graduating class, concerned to the degree that these young boys and girls should have the most complete and accurate information relative to the job opportunities in their community. Local business and industry draw their young employees from this group. Follow-up surveys of graduated youth indicate the desirability of more community occupational information at the high school level, of school courses designed to train youth to meet the requirements of local business and industry, and of personality requirements generally desirable for entry to any occupation.

Educational institutions exist for many purposes, including the preservation, organization, and transmission to new generations of old knowledge, the discovery of new knowledge, and the development of wisdom in the use of knowledge. In this 20th century of great industrial progress there is a demand on the educational institutions to place in the hands of their students the

necessary equipment of knowledge which will enable them to meet the challenge of progress. Men involved in industrial progress are qualified to help determine a part of this new knowledge. Education must go hand in hand with progress or fall by the wayside as incompetent and failing in its true mission as the disseminator of knowledge. Educators and business men must cooperate to the fullest, must interchange new ideas, must be in continual contact with one another, to properly develop the occupational futures of the young high school graduates of tomorrow.

History and present status of the problem. As far as can be determined only one survey relative to the occupations in the city of Quincy has been accomplished. In 1951 an "Industrial Survey", completed by the faculty of the Trade School Department, Quincy High School, covered the following items: (1) Company Name, (2) Address, (3) Number of Workers, (4) Number Skilled Workers, (5) Training Program, (6) New Employees needed and, (7) Refresher Courses. This study touched only those industries that employed graduates of the trade school department. No follow-up study has been attempted, though highly desired by the industries in the city.

Since the time of this survey there have been many changes in Quincy. Twenty five new industries and twenty seven new retail outlets have chosen Quincy as a new location, and three industries and seven retail stores have undertaken major expansion programs during this period. This increase in business population has added to the diversity of employment opportunities within the city and naturally the latest information relative to these changes should be made available to the graduating classes of the high schools.

Literature available regarding occupational surveys. The writer surveyed the literature relative to the field of occupational surveys and found that due to the unique nature of industry and retail outlets in Quincy the usual methods of occupational surveys would not lend themselves to a successful study there. The industries are too diverse for one questionnaire to completely cover all types of occupations. It was concluded that the personal questions relative to occupational opportunities in our own community must be answered, not those of other communities surveyed by such studies. This conclusion was based on the results of personal visitations to several personnel departments of varied industries within the city. Quincy, long a

pioneer in expanding its shopping industry through the development of a nationally famous off-street parking program, has been the target of numerous business surveys conducted by cities comparable in size and faced with growth problems. However, these surveys do not pertain to the employment opportunities available in Quincy, but are invaluable in demonstrating the rapid expansion program of industry and retail outlets. It is because of this expansion that new and diversified occupations have been offered young "job-seekers" from the ranks of the high school graduating classes. The annual average income tends higher than the state or national figure. Multiple employment opportunities through diversified industry, rather than reliance on a single large industry, offer new employees the faculty of continuing employment.

The various occupational studies of other cities proved important as a background in understanding the many problems involved in such an undertaking. It is recommended by the writer that persons attempting a similar form of survey thoroughly peruse all available literature and then make personal visits to local business and industry in order to formulate a plan of study before sending out a questionnaire.

Methods of procedure. The first step in the development of the problem was to determine the method of procedure necessary to obtain the factual information for the motion picture film and the film slides. The writer visited many local business and industrial firms, discussed the nature of the problem and carefully recorded the suggestions offered. It became apparent that a questionnaire type survey was needed. To develop a form of questionnaire that would be readily accepted by the industrial firms and business concerns in Quincy the writer concluded that a sampling survey was necessary. A selected body of high school students to make personal visitations to the members of the sampling survey was established. A poll of the sophomore class was taken and fifteen students were chosen. The basis for selection was twofold: (1) desire on the part of the individual student to participate in a program whereby he might gain valuable training in industrial surveying and (2) desire on the part of the student to be willing to donate his free time after school hours for such a purpose. A short course covering the basic techniques of interviewing was presented to these selected students. Some of the factors involved in the training course are as follows:

1. The interviewer represents the school and must at all times be mindful of the importance of good public relations.
2. The individual being interviewed must be made to feel free to give only such information as he wishes.
3. The time the citizen gives the interviewer would ordinarily be spent on his work. The interview, therefore, should be businesslike and should be closed promptly with an expression of appreciation for the assistance given.
4. In order to secure comparable data, the interviewer should follow instructions for asking questions that are provided in the questionnaire.

Following the course in industrial interviewing the students proceeded to start the sampling survey. They made their own appointments for the visits, made these trips entirely alone as no instructor or adult partner accompanied them on their interviews. As the students were to accomplish their mission during after school time all of the interviews were planned for three o'clock in the afternoon. Generally speaking the most appropriate time for an industrial interview is around eleven in the morning. The sampling questionnaire used by these students is fully reproduced in Appendix A, in order to make the continuity of the complete study available as it actually happened.

Results of the sampling survey. The tentative results of this initial sampling proved most satisfactory. Business firms were most receptive and offered suggestions relative to the types of questions, the length of the questionnaire and the method to be used in the final analysis. A breakdown of the sampling responses is as follows:

Number firms contacted	32
Responses, page 1	26 or 81 per cent
Responses, page 2	30 or 94 per cent

TABLE I

TYPES AND NUMBERS OF FIRMS SAMPLED

<u>TYPE</u>	<u>NUMBER</u>
RETAIL OUTLETS	
Food	1
Hardware	1
Department	3
Jewelry	1
Sewing Machine Sales	1
MANUFACTURING	
Machine and Machine Parts	4
Soap Manufacturer	1
Electrical Communications	1
Electronic Tube Manufacturer	1
MISCELLANEOUS	
Public Service	5
Theatre	1
Florist	1
Public Utility	1
Banks	3
Restaurant	1
Insurance Agency	1
Gift Shop	1
Dairy Sales	1
Other	3
Total	32

The first page of the questionnaire produced a majority feeling that it covered too much information for the average firm to complete without time consuming research of their records. On this basis it was decided to change this page completely. The second page received favorable comments and upon further study it was concluded that only several minor changes in wording and format were necessary.

However the total number of the industries and business firms located in Quincy (nearly 700) and the diversity of industry indicated that a full scale survey done by student interviewers would take about three days of full time visitations. School authorities were approached relative to this method of accomplishing the survey but in view of the complexity of the study and the days off from school it was agreed that another method be used. Because of these factors a shorter questionnaire was developed with the purpose in mind of obtaining the results desired through a mail survey. The majority of firms contacted during the sampling period maintained that the mail type survey would afford their personnel departments a little more leisure to respond suitably. It was also evident that the student-interviewer method might readily be more acceptable in the near future for a more comprehensive study after this initial

effort. Long range plans contain ideas of a yearly study of this type, increasing in scope and information as the community grows to expect and demand the community-education relationship.

The students participating in the sampling survey were in accord as to the practical benefits gained through personal contacts with business men in the community. The training in basic techniques of interviewing became vitalized through actual visitations; methods of making telephone appointments with business men were accomplished and mistakes previously made were rectified on the following calls; conversation techniques with business men were compared and a general routine established; habits of dress necessary for such contacts were discussed; follow-up appointments and procedures were established; these results, and perhaps more that the students had forgotten in the light of a new adventure, certainly enriched the scope of training accomplished at the 10th grade level in the secondary school. Months later these same students requested that they be informed of new studies in which they may take part. Some general comments from these students indicate room for thought in planning future courses in group guidance classes, especially with regard to vocational planning and training:

"Why, those personnel men are just like human beings." (Boy)

"I certainly learned the hard way about wearing high heels when visiting business and interviewing people." (Girl)

"I was scared to death to make the first phone call for an appointment, but after going through just one I realize that my fears were wasted." (Girl)

"Boy, can I use this training when I finish school and go out looking for my first job." (Boy)

"Those people were easier to talk with than I thought they would be." (Girl)

"Why can't we do something like this each year in the group guidance classes. Then we wouldn't have to wait until after graduation to face these people and make the simple mistakes we did on the first visits." (Boy)

"My folks got as much kick out of this project as I did." (Girl)

"What surprised me the most was the friendly and helpful attitude the personnel men gave me during the interviews." (Boy)

It was the opinion of the writer that these students would benefit more by making their own mistakes during the interviews, rather than put them through an extensive course of "do's and dont's" to follow. It is apparent this method resulted in dividends for the participating students -- perhaps the old saying, "Experience is the best teacher", is more appropriate to express this thought.

Further study of the sampling results of page one

gave birth to a much shorter questionnaire for obtaining this information. It was mentioned by a local business man that much of this factual information could be readily gained through a study of the statistical reports of the State Employment Security Office. In view of this the final survey included a page of but three questions relative to employment figures: (1) types of workers, (2) number male and female workers and, (3) salary range. Other pertinent facts regarding the type of training, amount of education, etc. pertaining to specific occupations are easily obtained through the "Dictionary of Occupational Titles" published by the United States Department of Labor Bureau of Statistics, occupational pamphlets and monographs, "want-ads" in the papers, and other books and periodicals relative to occupational planning. It was indicated that a questionnaire containing items of this nature merely presented duplication of effort on the part of the interviewer and the business man jointly. Local business men, from experience gained over the years, are averse to being questioned regarding information that might well be obtained through other sources. This fact impressed the writer - a must in future work of this type - "exhaust all methods of research before asking for information, it may have been accomplished by another".

The second page of the questionnaire needed few changes in content. The items relative to post-high school training were withdrawn. Others were combined and the final edition for the mail survey was limited to eight questions. An extra page was added for the purposes of recording the "suggestions and criticisms" as the general feeling resulting from the sampling survey indicated that more responses would be had through the additional and separate page. This fact was borne out in the final results.

The writer would like to include here various comments from local business men relating to the question on suggestions and criticisms: (further comments will be given from the final survey)

"Simple fundamentals still only thing necessary.
Memory very important."

"Need more advanced professional training."

"Better writing and arithmetic."

"More general math of a shop nature."

"Better qualified teachers with better pay. General studies, some designing." (The first part of this quote is the writer's favorite, naturally.)

"Make students aware of job importance. Better discipline training."

"A better understanding of American business, profit motive, basic manufacturing and sales techniques would be of great advantage to the average student."

"Only in a very general way is human relations need for which might be stressed in high school. One of the main things to help a person is a willingness to do some extra work, more than is required."

"Present curriculum seems adequate."

"None - very satisfied."

"Personal appearance - school record important."

"No. Not knowing what the student's aim is. It comes to you by experience."

"Penmanship should be required subject for all business students."

"1. Courtesy 2. Respectfulness 3. Obedience."

A quick run-down through these comments would indicate that basically most business firms are satisfied with the present school system and curriculum. The individual worker still must take advantage of the educational and personal training available at his school. The curriculum offerings are there -- the individual alone can either profit through the educational experience or make the mistake of many, "I wish that I had taken advantage of my high school years". The limited number of dissatisfactions expressed by personnel departments relative to training acquired at the high school can not, in the opinion of the writer, be traced to a lack of opportunity on the part of the school curriculum. The training possibilities are available to all, whether or not a student takes advantage of them is a

personal situation. The comments by the business men represent individual responses relative to their specific business and do not present a majority request by these firms. Actually the writer found no suggestion or criticism mentioned more than once, which indicates point mentioned in the previous sentence. One item listed, "School record important", is a pet peeve of the writer's. All too often the personnel men will make strong reference to the applicant's high school record at the time of the interview, but for some reason cover this item lightly when appearing before a class or assembly at the school. The writer feels that repeated emphasis on the true value of the high school record by these business people, especially during classroom visits, might make the students realize the stress placed by the school instructors. As a teaching aid for this very purpose the writer has requested, from many business and professional persons, a letter referring to the importance of a good high school record in future vocations. These letters are addressed to the students of Quincy High School, are on official stationery, and written by persons known to all as rather successful in life. Some examples are: the Mayor of Quincy, high labor officials, leading business men, and the like.

CHAPTER II

THE FINAL MAIL SURVEY

A questionnaire type mail survey method indicated the best possible chance for success in obtaining the employment figures and job classifications necessary to accompany the film slides. The writer is of the opinion that an actual numerical count of the job opportunities available in the city of Quincy was not the prime objective of this survey. Such a study would be subject to change one week after completion. Other factors in employment, such as, knowing the favorite methods of recruitment of new employees, job personality requirements relative to local situations, and the like should prove more beneficial to young school graduates entering the community as workers for the first time. These factors are slow to change as they have been proven successful businesswise through the years of experience. For this reason much more emphasis has been placed on these factors of employment in the results and recommendations of this study.

The local Chamber of Commerce was contacted for the purpose of compiling a mailing list of the business and industrial firms in the city of Quincy. The expense of a mail survey to each firm was too great

so the writer decided to select a representative group from each category. Questionnaires were mailed to 156 firms on this basis, or approximately 22 per cent of more than 700 firms in the city. The returns totaled 82, or 55.5 per cent. When checking the returns against the job figures of the Massachusetts State Employment Security Office it was evident that the results were satisfactory. The writer had a total of employed persons just a little over 23,000, from the percentage results of 156 firms, and the actual count from the employment office totaled 23,361 persons.

Results from page one of the questionnaire.

Question 1

"Would you be willing to indicate, in order, the three sources used most frequently for recruitment of new employees?"

TABLE II

RESULTS OF QUESTION ONE

<u>SOURCE</u>	<u>PLACE</u>
Reference of friends, employees, and others	1
Voluntary applications	2
Newspapers	3
State Employment Service	4
High School Placement Service	5
Private Employment Service	6
Quincy High Trade Department Faculty	7
Labor Unions	8
TV and Radio Advertisement	9

As indicated by the above the "Reference of friends, employees, and others" still maintains first place. Numerous surveys in the past hold this fact to be true and there is little doubt that the future will show change in the favorite method of job-seeking. Perhaps the old saying, "It ain't what you know but who you know that counts", is truly reflective. However the writer felt that further investigation was necessary to determine the scope of references of this type in maintaining the employment after the usual probation period. Personal visitations to several large industries were ventured. The writer discovered that the references were a key factor in acquiring the new job, but the ability record of the worker during the probation period was the ultimate deciding factor in maintaining future employment security. This points to a statement -- your friends may get you a job but your merit rating determines whether or not you remain.

An interesting sidelight from the results of the first question was noticed when the writer, in checking over the totals, found that the first three places consisted of three nearly evenly matched selections. These results are as follows:

First choice - Advertisement in the newspapers

Voluntary applications

References of friends, employees,
and others

Second choice- State Employment Service

Advertisement in the newspapers

References of friends, employees,
and others

Third choice - Voluntary applications

References of friends, employees,
and others

State Employment Service

The High School Placement Service, in number five spot, indicated that there exists a friendly and cooperative relationship between the schools and local business and industry. School placement, for part-time and full-time employment, is one of the most important offerings to each student in the high schools. A successful placement service does wonders in maintaining the students' interest, acts as a deterrent to school drop-outs, establishes a reason for good high school records to be used for future community employment, and helps to corroborate the school-community liaison. At the present time numerous part-time job opportunities are available through the school placement service during the school year. On many occasions part-time employment leads to successful future permanent vocations. Also it is interesting to note that these part-time job

opportunities exist in nearby communities as well as the city of Quincy. Quincy is the hub of the South Shore district as Boston is the hub of the Metropolitan district and therefore offers unlimited areas for the high school graduates to seek employment.

Question 2

"What approximate percentage of your workers reside in Quincy?"

The results indicate that approximately one-half to three fourths of all workers reside in Quincy. This fact is also in agreement with the results of the high school "Follow-up Survey" of each graduating class, which is co-sponsored by the Department of Guidance and Research of the Quincy Public Schools and the Quincy Chamber of Commerce. That such a great percentage of the total working force reside in the city of Quincy may have a bearing on the successful employment future of the city. Quincy has not felt, to any great degree, the employment let-down so many New England communities have during the past few years. Statistics showing the average income per family to be higher than the state and national average might be resultant from this factor of worker residence. Workers who reside in the same community of their

employment have been found to accomplish more output per day, per worker, than those employees who reside in one community and commute daily to work in another, necessitating an hour or two a day of high emotional tension due to travel. This emotional tension is apt to reflect in the workers' production for the day, the net result being less output per day as compared to the worker who resides in the community of his employment, with little or no travel time involved. Such recent industrial development that are locating their establishments along Route 128, which circumvents the metropolitan Boston, or close to the many suburban housing developments, and the like, may be the result of industry feeling that their plants should be located nearer their working force. This eliminates the travel time from place of residence to place of employment and in turn relieves the worker of the commuting tension so widely discussed today. The writer has discussed this factor with several outside community industrial commissions who are attempting to attract larger industries to their areas. Members of such commissions feel that their greatest attraction, or "drawing card", is the fact that a worker living near his place of employment is a satisfied worker. He no longer has to "meet several commuting buddies in a Boston bar room for a few

drinks while waiting for the traffic to let up", thereby arriving home with one too many, perhaps fighting with his wife, and other disagreeable notions. By residing near his work the employee can get home in the early evening and have relaxing time to putter around the house, work in the garden, or play with his youngsters -- factors important in the maintaining of high employment morale.

Question 3

"Approximately how many graduates of the Quincy high schools (including the Trade School Department) do you now have in your employment?"

The results here were that about 17 per cent of the total working force (23,361) are graduates of Quincy high schools. This means that nearly one in every six workers is a Quincy school graduate. Breaking down this result further the writer found that of the total number of high school graduates working in Quincy 57 per cent are female, as compared to 43 per cent male. About 80 per cent of the female students enrolled at the two high schools are in the commercial curriculum, therefore the number of female workers in Quincy would naturally be higher than the male workers. The follow-up surveys of the graduating classes indicate that approximately one half of the graduates find employment in Quincy,

the others in the greater Boston and South Shore areas. Once again the results of two separate studies are in accord. It might be well to note here that the two studies supplement each other. The follow-up survey is mailed directly to the graduate student, this business survey directly to the many concerns located in Quincy, and when the results from each are in near agreement it is indicated that the facts are well substantiated.

Question 4

"In general are you satisfied with regard to their:

- a) ability to cooperate with fellow workers
- b) ability to perform required tasks
- c) pre-job training acquired in high school
- d) dependability
- e) initiative
- f) personal appearance
- g) general attitude towards job."

The writer disregarded the "yes" responses and concentrated on the "no" answers. Items "c", "e", and "g" were checked most frequently, but the results show that the schools have little to worry relative to the degree of training given to the high school students. Only seven per cent of the firms polled felt that the pre-job training acquired in high school was inadequate, 11 per cent felt that initiative was lacking, and 11 per cent indicated that the graduates' general attitude

towards the job was unsatisfactory. All other items were checked in the affirmative. However the final sheet of the questionnaire relative to suggestions and criticisms was given due consideration and many of the comments appear later in this study. Item "a" received a few "no" responses which indicates that the graduates of the Quincy high schools are adjusting to their working conditions well. Industrial surveys show this factor to be responsible for over 80 per cent of all discharges within a given industry.

Question 5

"What specific skills in English (language skills) does your particular business require?"

() Reading
() Writing

() Speaking
() Listening

51 per cent of the firms indicated that Reading is required, 52 per cent for Writing, 58 per cent for Speaking, and 54 per cent for Listening. This would indicate that the fundamentals in language skills are still top priority. Perhaps this factor is more important here in New England as about 55 per cent of all workers are employed in the Service Occupations. Many firms made particular reference to this question as to a specific skill in a specific department of their

organization. For example: banks were high in their request for graduates skilled in Writing and Speaking; Offices were high in their requests for graduates skilled in Listening, with especial emphasis on the art of skillful telephone listening; retail establishments were high in their requests for more Speaking and Listening. One particular reference here is appropriate, as a comment from a local business man, "Many sales are made through artful listening rather than high-pressure sales talk".

Question 6

"Would you be willing to consider having an official or representative of your concern participate as a guest speaker at the high schools, once or twice a year?"

45 per cent of the responses were affirmative, indicating on the part of local business a desire to assist the schools, from a vocational planning viewpoint, in their attempt to have community assistance through visitations to the class rooms by local experts. Only 34 per cent indicated a definite "no" in response to this request, and 21 per cent made no response. Generally speaking the local business and industrial firms are more than willing to cooperate in a program designed to enrichen personal knowledge relative to occupational planning through the school system.

Question 7

"Do you require of your workers training beyond high school? If so, what?"

For this question the writer was amazed to find that 46 per cent required no further training beyond high school. This would indicate that many entry occupations require no additional training on the part of the worker. Once again the great diversity of employment opportunities in the city of Quincy offer more available jobs for a high school graduate than comparable cities.

With regard to post-high school training desired by business concerns the writer felt that the inclusion of actual comments would better serve as the results.

"Specialized training not available in high school."
(A book printing firm)

"Engineering training required in some positions."
(Fabricated steel products company)

"Apprenticeship in heating and ventilating trade. Basic courses in practical heating and ventilating." (Welding company)

"If possible, a college education." (Dairy products company)

"Accounting or bookkeeping training beyond high school desirable." (Main office for Eastern Seaboard roadside restaurants)

"Some of our work requires trained machinists."
(Electrical switches manufacturing company)

"College or technical school." (Engineering books and Photostats company)

"Technical knowledge of printing." (Printing company)

"Technical, commercial, or college training beyond high school is always advantageous." (Electric utility company)

"Ability to operate Linotype machine." (Linotype Service company)

"Machinists skills - previous training and experience required; production operations - training required, is provided for after employment; maintenance carpentry, plumbing and welding skills as taught in high school adequate for employment." (Electronic tube manufacturing company)

"Training or experience in similar mechanical lines." (Truck body manufacturing company)

"We prefer it - Journalism and Business organization and administration." (Radio broadcasting company)

"College graduates for positions in our company training program. Such programs qualifies the individual for a position as a Store Manager, Company Buyer, and Executive placement." (Nation-wide department store retail outlet)

"We provide through educational loans and partial refunds - for training that has the approval of the Department Heads." (National Utility company)

"Actual store experience." (Large retail shoe store outlet)

Roughly one half of the employment opportunities require educational training or experience beyond the secondary school level. In these cases further training would enhance the job-seeker's chances of gaining employment.

Question 8

- (a) "Would you be interested to cooperate in some effort to set up a part-time work program for high school students?"
- (b) Do you feel that you would be in a position to offer some part-time employment on this basis?"

39 per cent of the firms surveyed indicated they would be interested in a part-time work program and co-incidentally 39 per cent indicated they would be in a position to offer employment on this basis. From this result it is strongly evident that the present school program of "Distributive Education" could be greatly enlarged. As mentioned before, the school provides opportunities through a work program for about 20 students each year. Using the approximately 700 business and industrial firms as a base number 39 per cent of the total would provide 273 part-time employment opportunities, figuring one job per firm. There is no question that this area in the school curriculum needs a great deal of exploration in the future. The following quote emphasizes the need:

"Youth, not only in the interest of his own future but in the interest of national security, should not leave school without having learned how to use his hands as well as his head and heart. Some day we must have an economic system which will not deny youth the right to work, at least

part time. The resistance to youth employment today is not so much based on an aversion to the idea as it is to the number of occupational opportunities available for adults. Many of our problems of juvenile delinquency would be solved with a reasonable work-program, but there is resistance because many call it child labor."

(Alonzo G. Grace, PHI DELTA KAPPAN, November issue, 1951)

On the other side of the fence 38 per cent of the firms indicated they would not be interested to cooperate in such a program and 40 per cent maintained there were no opportunities to provide jobs under such a work program.

CHAPTER III

RECOMMENDATIONS

Future recommendations based on the results of page one of the Questionnaire.

Question 1 -

The youthful job-seeker of tomorrow would do well to make full and extensive use of the High School Placement Service available to all students. Combining this method with references of friends the prospective worker increases his chances of gaining the employment of his desire. Through the classroom, the local newspaper, the State Employment Service and other forms of employment advertisement, a future worker has quite a selection of information relative to job opportunities in the city of Quincy. Each individual student, upon graduation, should have little trouble gaining employment if he makes full and extensive use of the various methods resulting from this first question in the survey. In the case the individual is forced to temporarily take a second choice this will act as a means of financial support while still seeking the work of his vocational preparation. Thorough perusal of the nine forms of recruitment for new employees by business should provide employment for the large majority of high school seniors.

The school placement service might increase the scope of its placement program. However as the service is coordinated by one person at the present there is doubt that any such increase is possible for the near future. Students would do well to make use of more than one source when seeking employment after graduation. An increase in the placement service would be highly desirable, especially from the point of part-time, vacation, and after school hours employment. A well coordinated program for both types of work might do much to relieve the pressure of mounting juvenile delinquency present in most large communities today. Recommendations for an increased placement service will be presented to the Department of Guidance and Research based on the findings from this question in the study.

Question 2 -

From the results of this question it was indicated that about one in every two workers resided in Quincy. Graduating students would do well to look for employment in their own back yard before attempting to look over the field elsewhere. The established convenience of locating residence in the same area as employment has given industry the contented worker. The future prospects of continued employment in the city of Quincy appear good.

The students of the high schools, through the vocational planning classes and the school curriculum, are afforded a well balanced program aimed at the latest in occupational information for their own city. An educationally minded community is maintaining close and continued contact with its school system. Local business and industry avail themselves of the present school placement service. Along with the above factors the local students should bear in mind the cost of commuting, the cost of lunches during the day, the wasted time and emotional tension of commuting, and other factors when considering employment in outside areas. One of the best examples of the differential involved when living in Quincy and working in the Boston area, as compared to living in Quincy and working there also, is the following: the average female clerical worker can expect her first week's wages to total \$38.00 - working at home she can expect to have only the usual standard deductions from this paycheck - working in the Boston area she can expect these standard deductions plus a commuting fare, plus the many contributions so often made in the larger firms with many employees, plus the feeling that the Boston worker must buy her lunch instead of bringing one, plus other

incidentals that add up to an average extra pay-out of \$8.00 from the pay envelope. On this assumption a worker could readily afford to work and live in the city of Quincy for an estimated \$8.00 less wages per week and still maintain an equal position with the worker who lives in Quincy but works in greater Boston.

The writer works closely with the director of placement in the Quincy school system and through the years many Boston firms, primarily banks and insurance companies, request placement for Quincy commercial course graduates. It has been indicated by experience that the Quincy schools are maintaining an excellent reputation in metropolitan Boston for high grade graduates of the commercial curriculum. This demand has great personal appeal to many of these girl students due to the popularity of commuting to Boston. However, after a few years of daily commuting many of these same girls re-appear before the placement service and request employment in the local area. It is the opinion of the writer that more emphasis on the comparison data be given during the vocational preparation classes. Both sides of the employment picture should be portrayed as accurately as possible, leaving the decision to the individual student. It will be recommended to local

business and industry that their personnel departments publicize the convenience and desirability of employment in the city of Quincy or the local South Shore area.

Question 3 -

The total number of graduates of the Quincy high schools now employed in the city approximates 4,000. The follow-up studies of previous graduates indicate each year that a little less than one half the students find employment in Quincy. There is no reason to believe that these figures will change for the future. Normal population shift would keep this total at about the same level. Also, marriage tends to shift residence of many graduates, especially for the girls as for some unknown reason most of the Quincy girls marry outside the area. The follow-up studies have yet to indicate any great number of marriages between Quincy school graduates. This is not uncommon though as many of the graduates tend to meet their future life-partner at work, at college, or elsewhere. Recommendations relative to the results from this question are not necessary.

Question 4 -

Generally speaking the writer was quite pleased with the indicated results for this question. In the

initial stages of the sampling survey the writer held many conferences with personnel men throughout the city of Quincy. Off-the-record conversation gave the impression that some of the local business firms were not too pleased with the finished product the high schools sent forth into the work-a-day world. However the results indicated that the majority of concerns are satisfied with most of the items in question. Perhaps these conversations were relative to isolated cases immediately impressed on the personnel men and not from the overall picture. If but a handful from over 4,000 graduates of the Quincy schools, presently employed, were not satisfactory in their work the schools must not be dismayed for the remainder. Items "e" and "g" were checked by about 11 per cent of the firms and for this reason the writer will recommend that more emphasis be placed during vocational training classes on "initiative" and "general attitude towards job". It is quite evident that most of these items in the question are being successfully handled at the high school level.

Question 5 -

While the sampling survey was in process the writer was approached by faculty members of several junior high schools. They requested that a question relative to

the desirability of success in language skills be incorporated into the survey. By their recommendations the number five question was added to the final mail survey. The results of the survey here indicate what has been steadfastly maintained by English teachers for many years, that the basic language skills are even today the prime requisite for employment in nearly every occupation. The item "Listening" was included as an integral part of basic skills at the suggestion of several local business men. It is the hope of the writer that this result will impress the youth of today, that English basic skills are first on the required list of occupational prerequisites. The giant nation-wide General Electric Corporation has for years issued pamphlets to high schools and colleges all over the country emphasizing the great need young people to be skilled in the English basics first, and other skills second.

The writer will recommend to the English departments that they establish a program of speakers and demonstrators, drawn from local business and industry, whereby the importance of these language skills is firmly presented to their students. Often times the use of a prominent business man in the actual class-

room does wonders in putting over an important fact to the high school students. The same fact many times will be less impressive when presented by the instructor alone. A happy combination of the use of local persons and the faculty might aid in the preservation of the true importance of the language skills for today's youth. Glaring examples of dissatisfaction among business firms might included in the teaching plans of the English instructors. The best example of such an idea is the following quote from a firm engaged in the printing business:

"There was a time when we used to try out our part-time high school helpers as copyholders -- reading aloud to the proofreader. But even on simple material this proved more entertaining than helpful. One boy glibly made the most ridiculous mistakes and was completely unaware of them. ("Rooster" for "roster" and "razz" for "raze" are two that we remember even after eight years.) Another boy used to omit most of the small words--anything less than four letters was too trivial for him to notice. Maybe your girls can read. We've never tried them."

Question 6 -

This question was included for the purpose of compiling a list of possible speakers from local business and industry. A well defined program of visiting speakers does wonders in maintaining the interest of the students. It is recommended that the use of such

speakers be planned for the smaller groups of students, such as individual classes, rather than for a large assembly group. All too often the speaker at the assembly will reach but a small portion of the student body. If the same speaker were included in an individual class program, with a common interest, there is no question that the value of his visit will increased hundredfold. Also, rather than utilize similar programs often termed "B - E - I Day" (Business, Industry, Education), which cram all the visiting speakers in one day, it is recommended that such a program of visiting experts be placed whenever and wherever most suitable during the school year. For example: if a class was discussing college admissions a speaker from one of the colleges around Boston could be called in; if a class was discussing the most important factors in job success a prominent personnel man from local business could be used as part of the teaching plan; or if a French class was studying the many french dialects a member of the French Consulate in Boston might be invited to speak on that topic before the class. There a thousand and one ways to make the most of local persons for the benefit of the classroom student and it is the hope of the writer that as many of these people as possible be

utilized by the schools. How many classroom teachers have been overheard to say, "I tried to impress my students with that fact but it went in one right ear and out the left - so I invited one of the local business men to appear before the class and wouldn't you know it - he said the same thing as I and the kids listened with both ears."

A few examples of firms that are willing to have a representative appear at the schools are:

- Dairy Products Company
- Main office for one of the largest Eastern chain of roadside restaurants
- Engineering Books and printing company
- Electric Supply Company
- Electronic Tube manufacturing company
- Radio Station
- Foundry
- Automobile Dealer Agency
- Large Department Store
- Public Utility company
- Drug Store (Chain)
- Jewelry Store (Chain)
- Womens Dress Shop
- Boat manufacturing company
- Newspaper
- Insurance Agency
- Bank

Question 7 -

Less than one half of the firms in Quincy require training beyond the high school level. This would indicate that the high school terminal education is adequate for most entry occupations. At this point

the writer would like to differentiate between a "job" and a "career". Where terminal education will equip half of each graduating class for immediate employment there is reason to believe that this terminal education is sufficient training. A "job", in the opinion of the writer, is also terminal, terminal in the sense that promotion or advancement is not possible without additional educational training or experience. A "career" implies that advancement is always open to the worker through further educational experience and training. As a matter of fact most business and industrial firms encourage their workers to continue their education. By such means as educational loans, partial refund for tuition to night or evening classes, leave of absence for college education, and other inducements to foster a desire on the part of the worker to advance, these firms maintain continuing encouragement for further educational training.

There are just so many "jobs" open to the students of each graduating class and through normal labor turnover these jobs are re-opening yearly. Such occupations as: female production workers, female clerical positions, retail stores' sales openings, and the like present turnover problems to many concerns. The average female worker is employed for two or three years and then leaves

for marriage. This is especially noticeable in the large banks and insurance firms. These occupations may be termed "jobs" in every sense of the word.

On the other hand a "career" presupposes a worker interested in advancement. Such a person will attend night school, or college, in preparation for the day when a promotion will be offered. Only a selected percentage of each graduating class have the necessary initiative to choose a "career".

For the male side of the picture there are also many occupations that may be called "jobs", such as: stock clerks, retail store sales, certain classes of machinists, truck and bus drivers, specific civil service positions, and others that are terminal for the average worker. Normal labor turnover is again at its highest peak for these types of employment.

However in no case of the "jobs" listed above is there an absolute terminal limit. Any worker through additional training may equip himself for advancement in any occupation. Personal initiative and attitude are the only true limits, whether it be a job or a career.

Taking into consideration the normal distribution curve for intelligence there are always just so many

persons designated for "jobs", others for "careers". The responsibility of the school system lies in its effort to encourage the able to aim for a "career" and to afford the best possible training for terminal "jobs". The Quincy schools are fortunate in that the community is willing to afford a comprehensive collection of vocational and educational tests and make these available to all students in the system. Wise judgement in the use of such test scores is evident by the success of the many Quincy graduates through the years. Any recommendation would only serve to encourage the splendid achievement level of the past on the part of the school faculty and administrators.

Question 8 (a) and (b) -

The relatively high number of affirmative responses to these questions would indicate a general desire, on the part of local business and industry, to cooperate in an extended program of "Distributive Education". Many of the firms actually offered such placement through the desired program. The writer is of the opinion that this area of high school education might well be enlarged and would prove extremely successful for the future. It is a well known fact that, at best, boys and girls who leave high school for the

work-a-day world have a meager training from the standpoint of machinery, equipment, and social responsibilities that they must accept. In addition, the step from school directly into daily work is a difficult one and often the adjustment is unsatisfactory. There is no reason why the aid and cooperation of the community personnel and resources can not be solicited. It is quite evident that a high school can not set up a complete office, a filling station, a professional office, a beauty shop, a greenhouse, etc. in its training of youth for daily work. Therefore, it would seem that for most schools a program that would make possible the training of students for these jobs by having them spend at least a year of their high school career both at these business posts and in accompanying training at the high school would be a valuable adjunct to the over-all high school curriculum. Other factors of such a program would allow high school students to earn, learn, and adjust themselves for life vocations.

A few of the advantages and opportunities offered to the school, the employer, and to the student are as follows:

"For the school;

1. A channel for projecting the school into the community.
2. Inexpensive education, since there is no cost for laboratories; business and industrial concerns become the school's laboratories.
3. A direct avenue for meeting the needs of the community.
4. A means of keeping the school abreast of business trends.
5. A means of holding a greater number of youth in school longer.

For the Business and Industry;

1. An opportunity to discover suitable personnel.
2. Personnel developed and trained in the employer's way - under his own supervision.
3. Low-cost training period.
4. An opportunity to participate in a civic enterprise.
5. An opportunity to work with a trained educator on a job analysis.
6. A more thorough, extensive program of training than he could provide alone. Related study periods provide individual training and opportunity to correct or enhance individual traits.

For the Student-Learner;

1. An opportunity to develop his individual aptitudes and interests.
2. A chance to gain a business reputation.
3. An opportunity to earn a high school diploma.
4. An opportunity to know the business world.
5. An opportunity to find out whether he likes a certain job well enough to continue training in it."

(DIVERSIFIED COOPERATIVE TRAINING, A Handbook prepared by the Class in Education 166 - Cooperative Education Programs, Spring Term 1950, Purdue University, Lafayette, Indiana)

There is strong evidence that this type of high school education is the most constructive program yet devised to prepare youngsters who must emerge from the school world to the work world. In comparison with the mid-western states and a few southern states, New England is far behind the field in this area of school development. There is such a project currently working in the state of New Hampshire, but research shows few, if any, New England communities presenting such a program of Diversified Occupations.

The writer concludes that the city of Quincy is a highly desirable location for such a program. The present diversity of industry offers countless opportunities in occupations meeting the qualifications set forth for this plan. It is recommended that the Department of Guidance and Research approve and initiate a method of procedure in establishing a future plan for Diversified Occupations.

CHAPTER IV
INDUSTRY AND EMPLOYMENT RESULTS

TABLE III
TYPES AND NUMBER OF INDUSTRIES, RETAIL OUTLETS,
AND PROFESSIONAL OFFICES IN QUINCY

<u>TYPE</u>	<u>NUMBER</u>
1 Accountants	8
2 Adding Machines, Sales & Service	4
3 Adhesives Products Manufacturing	1
4 Advertising	7
5 Air Conditioning, Contractors & Equipment	9
6 Amusements (Bowling, etc.)	6
7 Animal Hospitals	3
8 Anodizing (Plating & Coloring)	2
9 Automobile Agencies & Dealers (New, Used)	61
10 Auto Repairs	64
11 Auto Electric Service	7
12 Auto Machine Shops	4
13 Auto Painting	10
14 Auto Parts & Supplies (New, Used)	24
15 Auto Radiators, Repairing	7
16 Auto Renting (Included Taxi Cos.)	10
17 Auto Driving Schools	5
18 Auto Tops, Seat Covers	7
19 Awnings, Sales & Manufacturing	7
20 Baker Shops, Sales & Supplies	22
21 Banks (Trust, Savings, Coops.)	10
22 Barbers	4
23 Battery Manufacturer	1
24 Beauty Shops	50
25 Biscuit Company	1
26 Bicycles, Sales & Service	1
27 Blasting	2
28 Blowers & Systems	2
29 Boat Builders & Dealers	8
30 Boilers, Dealers & Repairs	2
31 Bottling and Packaging Machine Mfg.	1
32 Bridal Shops	3
33 Builders	19
34 Builing Materials	8
35 Bus Lines	6
36 Button Manufacturer	1
37 Cabinetmakers	4
38 Calculating Machines, Sales & Service	1

<u>TYPE</u>	<u>NUMBER</u>
39 Cameras, Sales & Service	11
40 Candy, Retail & Wholesale	5
41 Capacitors	1
42 Caterers	10
43 Cesspools, Equipment & Service	4
44 Chemical Manufacturer	1
45 Chimney Builders	4
46 Chiropodists-Podiatrists	8
47 Cleaners	47
48 Coal Dealers	10
49 Collection Agencies	3
50 Concrete products, Manufacturers	8
51 Contractors	42
52 Dairy Products	5
53 Dancing Schools	3
54 Delicatessens	6
55 Dental Laboratories	3
56 Dentists	63
57 Department Stores	18
58 Dies & Tool Co.	1
59 Dress Manufacturers	2
60 Driveway Construction	3
61 Druggists	36
62 Electric Appliance Repairing	3
63 Electric Contractors	14
64 Electric Equipment Supply	3
65 Electric Light & Power Co.	1
66 Electricians	14
67 Electronic Equipment	1
68 Electronic Tube Manufacturer	1
69 Embalmers	8
70 Employment Agencies (State & Private)	6
71 Engravers	4
72 Excavating Contractors	2
73 Expressing	7
74 Exterminators & Fumigators	3
75 Fibre Manufacturing	1
76 Fish, Retail	8
77 Five, Ten & Twenty-Five Cent Stores	4
78 Florists	13
79 Forgings	1
80 Foundries	5
81 Fruit, Retail	14
82 Funeral Directors	16
83 Furnaces, Repairing & Cleaning	3
84 Furniture Manufacturers	2

<u>TYPE</u>	<u>NUMBER</u>
85 Furniture, Repairing & Refinishing	5
86 Gas Company	1
87 Gasoline, Wholesale Plants	2
88 Gasoline Service Stations	101
89 Gears, Manufacturers	2
90 Gift Shops	9
91 Glass, Auto, Plate, Leaded, Sandblast	4
92 Granite Companies	20
93 Granite Cutters' Supplies	2
94 Gravel	1
95 Grinding Service	1
96 Grocers, Retail	31
97 Grocers, Wholesale	3
98 Hardware, Retail	19
99 Heat Treating, Industrial	1
100 Heating & Ventilating Contractors	20
101 Homes, Nursing & Convalescent	11
102 Hospitals	1
103 Ice Cream, Special Sales	6
104 Ice Cream, Manufacturers	2
105 Insulation Contractors	2
106 Insurance Agencies and Agents	60
107 Interior Decorators	8
108 Iron Works	1
109 Jewelers	17
110 Keys and Locks	1
111 Labor Organizations	7
112 Landscape Construction	1
113 Lath, Metal	1
114 Laundries, Self-Service	8
115 Lawyers	78
116 Leather, Manufacturer	1
117 Linotype Composition	1
118 Lumber Dealers	5
119 Machine Shops(Including 1 Experimental)	8
120 Machinery	4
121 Markets	60
122 Masons	4
123 Metal Products	1
124 Monuments(Many of these come under the Granite Manufacturers)	34
125 Motion Picture Studio & Producer	1
126 Motors-Electric Repairing	3
127 Movers	19
128 News Dealers	2
129 Newspapers	1

<u>TYPE</u>	<u>NUMBER</u>
130 Office Supplies	3
131 Oil Burners Equipment (Wholesale)	1
132 Oil Burners, Industrial	2
133 Oil Burners, Service	15
134 Opticians	6
135 Optometrists	13
136 Osteopathic Physicians	8
137 Painters	14
138 Photographers	14
139 Physicians & Surgeons	87
140 Physiotherapists	2
141 Piping Contractors	1
142 Plasterers	2
143 Plastic Products	4
144 Plumbers	25
145 Plumbing Supplies	4
146 Printers	14
147 Publishers	4
148 Radio Broadcasting Company	1
149 Radio Service	13
150 Railroad Contractors	1
151 Real Estate Agencies & Dealers	74
152 Refrigerators, Commercial	1
153 Refrigerators Repairing	5
154 Restaurants	58
155 Roofers	15
156 Riding Schools	1
157 Rubber Products Manufacturer	1
158 Sewing Machines, Sales & Repairing	3
159 Sheet Metal Workers	4
160 Ship Builders	2
161 Shoe Manufacturers Supplies	2
162 Signs, Commercial	6
163 Sporting Goods, Retail & Wholesale	7
164 Sporting Goods, Manufacturer	1
165 Steam Specialities	1
166 Tailors	19
167 Telephone Apparatus & Equipment	1
168 Telephone Company	1
169 Television Dealers	19
170 Television Service & Repairing	32
171 Theatres	5
172 Thread Manufacturing	1
173 Tile Contractors	6
174 Tools, Manufacturer	1
175 Trailers, Commercial	1
176 Tree Service	1

<u>TYPE</u>	<u>NUMBER</u>
177 Truck Body Manufacturer	1
178 Truck Repairing	2
179 Trucking	14
180 Typewriters, Sales & Service	5
181 Upholsterers	10
182 Vacuum Cleaner Repairing	7
183 Variety Stores	10
184 Vending Machines	2
185 Venetian Blinds Manufacturer	1
186 Washing Machine Repairing	4
187 Watch Repairing	11
188 Wedding Consultants	3
189 Welding, Service & Equipment	8
190 Window Cleaning	6
191 Window Shades Manufacturers	8
Total	- 1991

The complete total of Industries, Retail Outlets, Professional Offices and Persons, Individual Service Shops, and Miscellaneous firms is the grand sum of 1991. The total of individual types listed is 191. There are some duplications in the above listing due to some firms being in multiple business. However the writer felt that all of the various types should be included in the listing as each type represents a potential source of occupational opportunities for the graduates of the Quincy high schools. This great diversity of industry and business firms offers the opportunity for many smaller outfits to remain in active business even though there may be unemployment in other types of business. From the total of 191 different types of industry and business there proved to be very few

employing over 250 workers. The following table shows the total number and type of industries employing over 250 workers.

TABLE IV
INDUSTRIES EMPLOYING OVER 250 WORKERS

<u>NUMBER WORKERS</u>	<u>TYPE INDUSTRY</u>
1000 or over	(2) Shipbuilding Company Electronic Tube Mfg.
750-1000	(1) Machine Parts Mfg.
500-750	(2) Packaging & Bottling Machines Mfg. Lumber & Building Materials
250-500	(5) Telephone Apparatus & Equipment Mfg. Machine Works Company Yacht Building & Repairing Soap Products Mfg. Producer Dairy Products

From the standpoint of the Service Occupations and Retail Trade once again very few firms employ any great number of workers. The following table shows the number of workers in several of the major Service and Retail firms in Quincy.

TABLE V
NUMBER OF WORKERS IN SELECTED RETAIL & SERVICE FIRMS

<u>NUMBER WORKERS</u>	<u>TYPE BUSINESS</u>
250	Restaurant Chain
219,100,81,55	Department Stores (4 largest)
200	Bus Company

Table V continued:

<u>NUMBER WORKERS</u>	<u>TYPE BUSINESS</u>
176, 81	Banks (2 largest)
110	Laundry
87	Supermarket
83, 52	5 & 10 Stores (2 largest)
69, 38, 27	Auto Dealers (3 largest)
51, 35	Insurance Agencies (2 largest)

On this basis it is indicated that only ten per cent of all business and industrial firms located in the city of Quincy employ over 50 workers. Certainly no one firm going out of business can cause the unemployment rate to rise sharply, or greatly effect the economic stability of the city. It is evident that the economic growth of Quincy can be traced through its diversified industries and the development of one of the finest off-street program for parking in the nation. Progress in industry, employment opportunities in nearly 200 types of business, high worker income, all play an important role in maintaining high employment; the great variety of retail stores and the fine parking facilities entice these workers to buy in Quincy. Retail sales in 1953 totaled nearly 115 millions and there is evidence that a new high may be reached for the year 1955.

Employment opportunities for high school youth.

The writer has reached a conclusion that the best and most informative method of presenting the employment opportunities for the youth of Quincy is to use the type similar in the U.S. Department of Commerce, Bureau of the Census, series on the Labor Force. These occupational headings are listed alphabetically under major groups and the writer will list those occupations known to be available in the city of Quincy, based on the results from the survey.

MALE OCCUPATIONSProfessional and semiprofessional

Architects
Artists
Authors, Editors, and Reporters
Chemists, Assayers, and Metallurgists
Clergymen
College Professors and Instructors
Dentists
Engineers Civil
 Electrical
 Mechanical
 Other Technical
Lawyers and Judges
Musicians and Music Teachers
Osteopaths
Pharmacists
Physicians and Surgeons
Social and Welfare Workers
Teachers
Trained Nurses
Veterinarians

Dancers, Showmen, and Athletes
 Designers and Draftsmen
 Surveyors

Proprietors, Managers, and Officials

Condustructors, railroad
 Postmasters, and misc. government officials
 Proprietors, managers, and officials by Industry:
 Construction
 Manufacturing
 Transportation, Communication, and Utilities
 Wholesale trade
 Eating and Drinking Places
 Retail trade
 Finance, Insurance, and Real Estate
 Business and Repair Services
 Personal Services
 Miscellaneous Industries

Clerical, Sales, and Kindred Workers

Baggagemen, Express messengers, and Railway Mail Clerks
 Bookkeepers, Accountants, Cashiers, and Ticket Agents
 Mail Carriers
 Office Machine Operators
 Shipping and Receiving Clerks
 Stenographers, Typists, and Secretaries
 Telegraph Operators
 Telephone Operators
 Other Clerical and Kindred Workers

Canvassers and Solicitors
 Hucksters and Peddlers
 Newsboys
 Insurance Agents and Brokers
 Real Estate Agents and Brokers
 Other Sales Agents and Brokers

Craftsmen, Foremen, and Kindred Workers

Bakers
 Blacksmith, Forgemmen, and Hammermen
 Boilermakers
 Cabinetmakers and Pattern makers
 Carpenters
 Compositors and Typesetters

Electricians
 Foremen, by Industry
 Construction
 Manufacturing
 Transportation, Communication, and Utilities
 Miscellaneous Industries and Services

Inspectors
 Machinists, Millwrights, and Tool Makers
 Masons, Tile Setters, and Stone Cutters
 Mechanics and Repairmen
 Molders, Metal
 Painters, Paperhangers, and Glaziers
 Plasterers and Cement Finishers
 Plumbers and Gas and Steam Fitters
 Printing Craftsmen
 Rollers and Roll Hands
 Roofers and Sheet Metal Workers
 Shoemakers and Repairers (not in factory)
 Stationary Engineers, Cranemen, and Hoistmen
 Structural and Ornamental Workers
 Tailors and Furriers

Operatives and Kindred Workers

Apprentices
 Attendants, Filling Station
 Chauffeurs, Truck Drivers, and Deliverymen
 Conductors, Bus
 Dressmakers
 Firemen (except locomotive and fire department)
 Laundry Operatives
 Linemen and Servicemen (telegraph, telephone, power)
 Painters
 Power Station Operators
 Welders and Flame Cutters

Operatives by Industry
 Manufacturing
 Food Products
 Apparel and other products
 Lumber and Furniture
 Paper, Paper Products, and Printing
 Chemicals
 Rubber Products
 Leather Products
 Stone and Glass Products
 Iron and Steel Metal Industries
 Nonferrous Metals and their Products

Machinery
Automobile Equipment
Transportation Equipment
Nonmanufacturing Industry

Protective Service Workers

Firemen, Fire Department
Guards and Watchmen
Policemen, Sheriffs, and Marshalls

Service Workers (non-protective)

Barbers
Cooks
Elevator Operators
Janitors and Porters
Waiters and Bartenders
Miscellaneous Workers

Laborers

Clam Diggers
Fishermen
All other types of Manufacturing and Non-Manufacturing

FEMALE OCCUPATIONS

Actually the female occupations are quite similar to those offered the males. A few additional occupations open to females are listed as follows:

Actresses
Librarians
Seamstresses
Beauticians and Manicurists
Charwomen
Boarding house Keepers
Hostesses
Waitresses
Domestic Service Workers

From the long lists of Industries, Businesses, and Occupations it is evident that the city of Quincy can offer employment opportunities in nearly all phases of the working world. The high school graduate of today can not complain that opportunity is lacking in Quincy. The Quincy School Department offers a varied curriculum in its two high schools. There are: (1) College Preparatory courses, (2) All phases of Commercial Work, (3) General Preparatory Courses and, (4) 16 different departments in the Trade School. This diversity of educational opportunity coupled with the diversity of local business and industry readily explains why the follow-up studies of graduating classes show relatively few graduates unemployed. There is no one super-large industry upon which the employment rate is based, to rise and fall with the trends of time and progress. The youth in the city of Quincy are indeed fortunate in that their occupational future is wide open. Only a lack of imagination or initiative will prevent the eager school graduate from securing vocational success.

CHAPTER V

SUGGESTIONS FROM LOCAL BUSINESS RELATIVE TO TRAINING IN HIGH SCHOOL

The writer felt that an additional section devoted entirely to suggestions received from local business would be appropriate as a part of this study. Many ideas pertaining to education often times come from people outside the educator's world. Business people, especially those proven successful through the years, are keenly aware of the industrial progress and change. By their success in keeping abreast of these changes these local persons can do much in aiding the educational institutions to keep their curriculum up-to-date and in tune with industrial progress.

For the purposes of comparison the writer will quote from the comments by several business and industrial firms located in Quincy.

"There are many opportunities for young men in retailing if they are willing to work for them."
(The author of this quote then proceeded to explain the details of the opportunities - nearly a full page, plus other comments in the returned questionnaire.)

"How much initiative is permitted clerical workers and others in a well organized company, governed by strict rules - City, Town, State, Govt. Regulations and Company standards?"

"Never - to the recollection of the writer - have we ever had to let a Quincy school graduate go."

"The Store will be very happy to engage with the Quincy School System in conducting a periodic class meeting regarding any of the phases connected with Retailing."

"We had a poor experience a few years ago after hiring a graduate of the Quincy Trade School which left a poor impression on me. This boy came to us highly recommended as a machinist and today he is a bricklayer. There are a few other conditions at the trade school which I feel should be improved upon but I do not have the answer as yet. Perhaps we may get a chance to talk it over sometime."

"We are interested in the work you are trying to do and will cooperate whenever possible."

"As you know we at are particularly interested in question number 8 (a) and (b), and have a strong desire to participate in the job education of Quincy high schools' students."

"Typists need more practice to build speed and accuracy.
The ability to reason in numbers is often lacking. Office visits by students might add interest and understanding of what may be expected of them. The variety of machines, especially motor driven or electronic in use, is usually a surprise to most beginners.
Emphasis in all studies on the desirability of speed, accuracy and dependability as a business necessity today should be stressed."

"The character, ability, skill of a high school student would have much to do with his selection for a job."

"I am a graduate of Quincy High School 1941 and the difference between the writing and reading abilities of the students of that era compared to present day students on the average is deplorable. From my observation through work with youth groups I have discovered that the average student today can not write or read properly."

This observation was also confirmed when I came into contact with recent high school graduates while attending a Pennsylvania College. I believe that we should get back to the methods used in that period so that a more fundamental background may be obtained by the student, and I believe that a great many of these inadequacies will be cleared up."

The comments above are those usually found by persons engaged in studying community responses to educational questionnaires. Many times the suggestions will refer to a comparison between the school graduates of "yester year" and those of today. It is pretty much common knowledge that the youth of today is lacking in the skills of writing and reading, but when one compares their skills in other, and more technical, knowledge it is quite evident that today's graduate is miles ahead of his predecessors.

It is the duty of the schools to maintain a continuing emphasis on the fundamental language skills and at the same time they must also make room for the additional skills necessary to keep pace with industrial progress.

It is the conclusion of the writer that the schools in Quincy are doing an admirable job in their training and educating of its students.

ADDENDUM

In the place of the usual summary and conclusion the writer would like to voice a thought that has been underlying the entire study during the two years.

In the beginning, during the preliminary investigation, during the sampling study, and finally during the mail survey the writer has been impressed with the continual emphasis and desire on the part of the local business and industry to participate in some form of a work program. It has been recommended that a program of Diversified Occupations be established and fully developed in the city of Quincy. Perhaps no other city in the vicinity of metropolitan Boston can offer a more varied supply of occupational opportunities, both of an industrial nature and retail trade, than Quincy. The writer knows of no other city so educationally minded in that nearly one half of the industries and businesses are willing to cooperate in the development of a work program. A foothold has been established with the present system of "Distributive Education". Another step in this direction would make Quincy a model, and envy, of school systems throughout New England. The old saying, "The spirit is willing, but the flesh is weak", might be apropos here. By this the writer does not

intend to imply that the school system is weak, rather to imply that here is an area in education that has been proven successful in other areas of the country and especially at the college level. Merely to investigate the possibilities of such a program would entail a great deal of research. However, the writer feels, perhaps innocently, that this study has indicated the desire of the community to develop a work program and "to strike while the iron is hot" would appear to be sensible.

The writer would like to offer one solution, or method, to establish the nature and consistency of this community request. One summer of visitations to all the local plants would either prove or disprove such a venture. All members of the school faculty list, excepting those with regular summer employment, could pound the pavements in Quincy, interviewing, questioning, compiling the results, and come up with the answer. Naturally the writer would expect the school department to make this project a "work for pay" one for the teachers involved. The use of teachers as interviewers would present an educationally trained person to discuss the details of such a program from the education, or classroom, point of view with trained business personnel.

BIBLIOGRAPHY

The writer would like to present a selected list of twenty references found most useful in the preparation for conducting a community survey. This list is by no means complete as there are numerous others available in any college library.

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QUINCY PUBLIC SCHOOLS

QUINCY, MASSACHUSETTS

April 9, 1954

THE DATES Tuesday and Wednesday
 April 13 and 14

THE TIME 3:00 PM to 4:00 PM

THE IDEA A student from one of the Quincy High Schools will visit your concern. He (she) has been trained in the basic techniques of "interviewing" and will present a questionnaire designed to cover the types of employment available in our city of Quincy.

YOUR PART Your local Chamber of Commerce feels that this project is worthy of your consideration and cooperation. The main objective of this survey is to secure information of immediate value to these students. The value of the training for such a project cannot be too strongly emphasized.

OUR PART A copy of the questionnaire is enclosed for your study prior to the actual visit by the student. We shall be most appreciative of your effort and of the contribution which you will be making to the better occupational training of these young people. Every suggestion you offer will be sincerely welcomed and carefully recorded in this survey. Please feel free to write or to phone the following, for further information, if necessary.

Roger H. York
Counselor
Quincy High School
Tel. Gr 2-6350

PS The students that are making the visits on the days listed above are members of the "Pilot Survey Group" -- that is what is often termed as "Sampling". Would you please aid these students over the hurdles in this initial portion of the survey project, as the results of the sampling will determine the extent of the follow-up survey.

Thank you,
Roger H. York

QUINCY PUBLIC SCHOOLS

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Quincy, Massachusetts

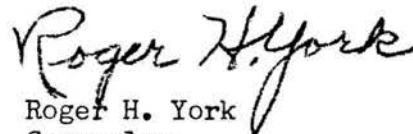
January 28, 1955

We are enclosing a brief questionnaire regarding the types of employment opportunities in our city of Quincy. The information to be derived from this questionnaire is to be used in conjunction with a sound motion picture film in color and supplementary Kodachrome slides being prepared by Mr. Roy Carlson, under the joint sponsorship of the DEPARTMENT OF GUIDANCE AND RESEARCH in the Quincy Schools and the QUINCY CHAMBER OF COMMERCE. A number of local business and industrial firms have supported this project financially. The motion picture highlights the diversity of employment opportunities available in Quincy, the film slides focusing on job sequences.

A sampling survey made last April, covering over thirty Quincy firms, indicated that the majority would be interested to cooperate in our effort to give young people in the schools specific and accurate information relative to business and industrial life in the community.

We are hoping that you will be willing to give the enclosed questionnaire the consideration necessary to provide employment figures and job classifications for the commentary on the motion picture film and film slides. (It is anticipated that the questionnaire will require five to ten minutes.)

Any suggestion you may care to offer relative to the guidance or training of Quincy Students will be welcome and will be given suitable consideration. (Green sheet provided for this purpose.) Please feel free to write or phone the undersigned for further information, if necessary.



Roger H. York
Counselor
Quincy High School

Tel: GR.2-6350

(THE INFORMATION TO BE DERIVED FROM THIS QUESTIONNAIRE WILL IN NO WAY BE IDENTIFIED WITH ANY INDIVIDUAL BUSINESS OR FIRM.)

Appendix B

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QUESTIONNAIRE

1. Would you be willing to indicate, in order, the three sources used most frequently for recruitment of new employees?

<input type="checkbox"/> State Employment Service	<input type="checkbox"/> Advertisement on TV and Radio
<input type="checkbox"/> Private Employment Service	<input type="checkbox"/> Labor Unions
<input type="checkbox"/> High School Placement Service	<input type="checkbox"/> Voluntary applications
<input type="checkbox"/> Quincy Trade School Faculty	<input type="checkbox"/> Reference of friends, employees, and others
<input type="checkbox"/> Advertisement in the newspapers	

2. What approximate percentage of your workers reside in Quincy?

<input type="checkbox"/> one fourth	<input type="checkbox"/> one half	<input type="checkbox"/> three fourths
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3. Approximately how many graduates of Quincy high schools (including the Trade School Department) do you now have in your employment?

MALE	_____	FEMALE	_____
------	-------	--------	-------

4. In general are you satisfied with regard to their:

	YES	NO
a) ability to cooperate with fellow workers	<input type="checkbox"/>	<input type="checkbox"/>
b) ability to perform required tasks	<input type="checkbox"/>	<input type="checkbox"/>
c) pre-job training acquired in high school	<input type="checkbox"/>	<input type="checkbox"/>
d) dependability	<input type="checkbox"/>	<input type="checkbox"/>
e) initiative	<input type="checkbox"/>	<input type="checkbox"/>
f) personal appearance	<input type="checkbox"/>	<input type="checkbox"/>
g) general attitude towards job	<input type="checkbox"/>	<input type="checkbox"/>

5. What specific skills in English (language skills) does your particular business require?

<input type="checkbox"/> Reading	<input type="checkbox"/> Speaking
<input type="checkbox"/> Writing	<input type="checkbox"/> Listening

6. Would you be willing to consider having an official or representative of your concern participate as a guest speaker at the high schools, once or twice a year?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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7. Do you require of your workers training beyond high school? If so, what?

8. (a) Would you be interested to cooperate in some effort to set up a part-time work program for high school students?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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- (b) Do you feel that you would be in a position to offer some part-time employment on this basis?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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[illegible]

Appendix B

QUINCY PUBLIC SCHOOLS

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QUINCY, MASSACHUSETTS

This Green Sheet is provided for the purpose of recording any suggestions you may care to offer relative to the GUIDANCE or TRAINING of QUINCY STUDENTS.

1. Most frequent source for recruitment of new employees.

<input type="checkbox"/> State Employment Service	<input type="checkbox"/> Advertisement on TV and Radio
<input type="checkbox"/> Private Employment Service	<input type="checkbox"/> Labor Unions
<input type="checkbox"/> High School Placement Service	<input type="checkbox"/> Voluntary Applications
<input type="checkbox"/> Through Quincy Trade School Faculty	<input type="checkbox"/> Reference of friends, employees, and others
<input type="checkbox"/> Advertisement in the newspapers	
2. Restrictions with regard to:

<input type="checkbox"/> Sex	<input type="checkbox"/> Physical Handicap
<input type="checkbox"/> Age	<input type="checkbox"/> Other
3. What approximate percentage of your workers reside in Quincy?

<input type="checkbox"/> about one fourth
<input type="checkbox"/> about one half
<input type="checkbox"/> about three fourths
4. Approximately how many graduates of Quincy high schools now in your employment?

MALE	FEMALE
----------------	------------------
5. Do you plan to hire graduates of Quincy high schools this coming year?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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6. Are you satisfied with regard to their:

	YES	NO
ability to cooperate with fellow workers	<input type="checkbox"/>	<input type="checkbox"/>
ability to perform required tasks	<input type="checkbox"/>	<input type="checkbox"/>
pre-job training acquired in high school	<input type="checkbox"/>	<input type="checkbox"/>
dependability	<input type="checkbox"/>	<input type="checkbox"/>
initiative	<input type="checkbox"/>	<input type="checkbox"/>
personal appearance	<input type="checkbox"/>	<input type="checkbox"/>
general attitude towards job	<input type="checkbox"/>	<input type="checkbox"/>
7. What specific skills in English (language skills) does your particular business require?

<input type="checkbox"/> Reading	<input type="checkbox"/> Speaking
<input type="checkbox"/> Writing	<input type="checkbox"/> Listening
8. Have you opportunities for part time work for boys or girls, ages 16 to 18?

<input type="checkbox"/> BOYS	<input type="checkbox"/> GIRLS	if yes:	<input type="checkbox"/> during school year
<input type="checkbox"/> YES	<input type="checkbox"/> NO		<input type="checkbox"/> summer vacation
9. Would you be willing to help develop, and cooperate in, a program of "Work Experience", whereby students alternate in school and on the job?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	if yes, which of the following is preferred:
		<input type="checkbox"/> student in school morning, work afternoon
		<input type="checkbox"/> student in school one day, work one day
		<input type="checkbox"/> student in school one week, work one week
10. Would you be willing to appoint an official or representative of your concern to participate as a guest speaker at the high schools, once or twice a year?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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11. Are there opportunities for promotion within your organization that can be met without further post-high school training?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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12. Could you suggest a one or two year post-high school course of training, at the junior college or technical institute level, which would add to the employability and/or performance of some of your selected employees? For example: "What course of training and what percentage of your employees should have education for one or two years beyond high school?"

<input type="checkbox"/> General Education (English, Human Relations, Math, etc.)	PERCENTAGE _____
<input type="checkbox"/> Commercial (Secretarial, Bookkeeping, Sales, etc.)	_____
<input type="checkbox"/> Technical-Vocational (Electrical-Mechanical Technology, Drafting, Industrial Production, etc.)	_____
<input type="checkbox"/> Other (Specify)	_____
13. Do you have suggestions or criticisms regarding the types of training desired at the high school level, to help make your worker more efficient?

Address and Tel. No.:

type of business.

Name and title of
person answering
this survey.

Address and Tel. No.		Name and title of person answering this survey.	
Type of business.		LABOR TURNOVER	
1 PROFESSIONAL		No. full time workers.	
2 CLERICAL BOOKKEEPER		No. part time workers.	
TYPING		No. new workers hired last 12 months.	
BILLING		Discharge	
STENOGRAPHER		Change job	
CLERK		Death	
TEL. OPERATOR		Promotion	
GEN. SECRETARY		Military Service	
OTHER		Other	
3 SALES		Education required to enter occupation.	
4 SKILLED		Additional training preferred.	
5 SEMI-SKILLED		Min. age requirements.	
6 UNSKILLED		Desired major program of study in high school.	
		Starting	
		Average	
		Maximum	
		Shortage	
		Adequate	
		Surplus	
		Estimated no. workers needed 1954-1957.	
		Estimated no. workers needed 1957-1960.	
		Inability to cooperate with fellow workers.	
		Inability to cooperate with superiors.	
		Incompetence	
		Human Relations inadequacy	
		Poor performance	
		Discipline	
		Other	
		Code No.	
		Date	