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A study of business firms in the Providence metropolitan area to determine some of the deficiencies of beginning office employees

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Thesis

A STUDY OF BUSINESS FIRMS IN THE PROVIDENCE METROPOLITAN AREA TO DETERMINE SOME OF THE DEFICIENCIES OF BEGINNING OFFICE EMPLOYEES

Submitted by

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Sincere appreciation is expressed to Professor Lester I. Sluder for his valuable help and guidance in this study.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to survey a selected group of business firms located in the Providence Metropolitan area of Rhode Island to determine some of the deficiencies of beginning office employees with reference to preparation and personal traits and work habits. This information would be helpful in the revision of the curriculum and in the vocational guidance of students.

Analysis of the Problem

In order to obtain a more comprehensive view of the major problem, the following subordinate problems were formulated:

1. To determine the method most frequently used to obtain employees
2. To discover the importance of certain requirements for initial employment, e.g., business courses taken, school grades, experience, recommendations, appearance, personality rating, and employment test scores
3. To determine the types of employment tests used in the business firms surveyed

4. To learn the approximate number of employees engaged in office work in the firms contacted

5. To find out what knowledges, skills, and concepts the businessmen felt should be given more emphasis in the high school program

6. To obtain from the respondents their suggestions for improving the business education program

7. To ascertain which firms permit field trips and provide speakers

8. To find out if part-time employment is offered by the firms surveyed

Delimitation of the Problem

This study was limited to business firms located in the Providence Metropolitan area. Names and addresses of firms were secured from the membership roster of the Providence Chapter of the National Office Management Association, the Providence City Directory, and the New England Manufacturers Directory.

The study did not include information regarding job activities, on-the-job training, promotions, or fringe benefits. It was limited to information regarding deficiencies of beginning office employees which could be used for curriculum revision and for vocational guidance purposes.

Definition of Terms

In order to provide a common interpretation of terms, the following definitions are set forth:

> Occupational Survey. An investigation of an industry or of the occupations of an area to determine the need for and the status of labor and to gather other pertinent information.[1]
>
> Curriculum. A sequence of subjects leading to an objective, such as graduation.[2]
>
> Field Trip. A visit to an industrial or business establishment or other location of vocational interest by students in order that they may see workers on the job and acquire occupational information.[3]
>
> Vocational Guidance. Guidance concerned with helping an individual make decisions and choices involved in planning a future career.[4]

Justification of the Problem

Since businessmen are becoming increasingly demanding in their specifications for office personnel, it is of the utmost importance for business teachers to give students a more realistic approach to actual job requirements. Helen Hinkson Green states:

1. Business education is economic education.

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[1]Good, Carter V., Editor, Dictionary of Education, McGraw-Hill Book Co., Inc., New York, 1945, p. 403.

[2]Ibid., p. 149.

[3]Ibid., p. 169.

[4]Ibid., p. 194.

2. Business education is the adjustment of the individual to his environment.

3. Business education is training in those phases of business that concern every member of organized society and specialized instruction for those who wish to become wage earners in specialized occupations.[1]

Right now students are forming the habits they will carry to their employment; therefore, it is essential for the business curriculum to meet current needs. A worthwhile curriculum should be ready at all times to adjust to "the needs of the particular community it serves."[2]

The present study has been undertaken to ascertain whether or not the present curriculum serves the needs of the community. The results of this study should be helpful in planning an effective curriculum and in preparing students to become more efficient office workers.

Organization into Chapters

Chapter I contains a statement and analysis of the problem. In Chapter II there is a review of related literature. The procedures followed in making the survey

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[1]Green, Helen N., "In Case You Get Around to Curriculum," Business Education World, June, 1959, p. 13.

[2]As quoted by Quill, Agnes T., Survey of 75 Businessmen in the Berlin-New Britain Area to Determine What the Businessman Expects of the Beginning Office Worker, Master's Thesis, Boston University, 1953, p. 3.

are presented in Chapter III. Chapter IV gives an analysis and interpretation of the data obtained from the various firms. The final chapter contains a summary of the findings, and recommendations for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Increased mechanization and the growing use of automation make it essential for the business teacher to turn out well-trained office personnel. In order to meet community needs, the schools must know what the businessman expects of beginning employees. This information will best be discovered by means of a survey.

J. Frank Dame[1] emphasizes this point when he states that ignorance of occupational opportunities and requirements is inexcusable in a business teacher.

> Neither guidance workers nor teachers of business can intelligently perform their functions without accurate, up-to-date information with regard to the occupational requirements of the immediate and surrounding community. Such information can be easily and readily secured by means of the occupational survey. The professional business teacher will welcome the opportunity to make such a survey a reality in his own community.

This point is further emphasized by Jane Warters who tells us that "surveys of business firms in the area are a necessity since the majority of students will

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[1]Dame, J. Frank and Brinkman, Albert R., Guidance in Business Education, South-Western Publishing Co., New York, 1954, p. 61.

be seeking opportunities in their own community or in nearby towns."[1]

Numerous studies have been made in many sections of the country to discover what businessmen expect of beginning employees. Barbara Walsh[2] made a community survey in 1944 with implications for improving the business education program of Natick High School. Among her findings were the following:

1. Personal application was reported by 57 per cent of employers as presenting the best opportunity for the high school graduate to find initial employment.

2. English, mathematics, bookkeeping, and spelling are subjects needing greater teaching emphasis.

3. A sense of responsibility is the factor which a majority of employers feel needs to be developed in high school students. Accuracy and courtesy are also factors needing greater attention.

Gunhild Augusta Carlson, in 1946, made a study of the reactions of businessmen to the employability of high school business graduates and discovered the following:

1. Businessmen in general are willing and eager to cooperate with the high schools in the business of training students.

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[1]Warters, Jane, High School Personnel Work Today, McGraw-Hill Book Co., Inc., New York, 1957, p. 187.

[2]Walsh, Barbara, A Community Survey of Business Firms with Implications for Improving the Business Education Program of Natick High School, Natick, Mass., Master's Thesis, Boston University, 1944, pp. 74-75.

2. There is almost complete agreement among these businessmen as to the necessity for the school to develop a well-integrated personality as well as job competencies in the student.

3. There is almost unanimous agreement among these businessmen that the schools are a success in developing speed proficiency in business subjects; however, there is also emphatic agreement on the point that speed without accuracy is valueless. Accuracy and neatness were most frequently listed among the prime objectives in the teaching of business subjects.

4. Businessmen urged that teachers seek to establish business standards in their teaching in as far as possible.[1]

A survey of New Bedford business firms by Catherine Roche[2] revealed in part the following:

1. The most common deficiencies included: failure to check work for accuracy; lack of ability to compose letters; lack of initiative; lack of interest in work; and lack of willingness to do "extras."

2. Only 23 per cent of the respondents indicated that their firms used employment tests.

3. Thirty-six per cent of the firms were willing to supply speakers for students in the business course, and 51 per cent offered part-time work so that students could have on-the-job experience while still in school.

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[1]Carlson, Gunhild Augusta, Reactions of Selected (60) Businessmen Relative to the Employability of High School Business Course Graduates, Master's Thesis, Boston University, 1946, p. 72.

[2]Roche, Catherine E., Survey of 80 New Bedford Business Firms and a Job Activity Analysis of Employees in Selected New Bedford Business, Master's Thesis, Boston University, 1952, p. 125.

In 1953, Agnes Quill[1] made a survey of the Berlin-New Britain area of Connecticut to determine what the businessmen expect of office workers. Her study showed that:

1. The majority of employees obtained positions by means of personal application.
2. Forty-seven per cent of the business firms in this area used employment tests.
3. The ability to follow instructions was considered the most important personality trait, and the one that should be given greater emphasis in the schools.
4. Fifty-two per cent of the firms provided speakers to address high school groups, and 57 per cent were willing to have students visit the firm on field trips.

From a survey of businessmen in Framingham, Massachusetts, to determine the effectiveness of the high school business curriculum, Catherine Delaney discovered the following:

1. Typewriting, shorthand, intelligence, and aptitude tests were the pre-employment tests most frequently used. Nineteen of the 75 business firms did not give pre-employment tests.
2. The most frequently used source for obtaining new employees was the high school placement service; newspapers were second, and personal application ranked third.

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[1]Quill, Agnes, Survey of 75 Businessmen in the Berlin and New Britain Areas of Connecticut to Determine What Businessmen Expect of Office Workers, Master's Thesis, Boston University, 1953, p. 4.

3. Accuracy in all phases of office procedure was the most desirable personality trait.[1]

In 1954, Ida-Marie Betti made a survey of business firms in the Boston Metropolitan area to determine some of the deficiencies of beginning office employees. Her findings relative to preparation are summarized below:

1. Inability to compose letters, poor punctuation and spelling, inability to write legibly, and failure to check work for accuracy were very common.

2. Poor vocabulary, inability to answer the telephone properly, and inability to type accurately were considered very common by over 50 per cent of the respondents.

3. Other deficiencies with regard to job preparation were: failure to use common sense, lack of good judgment, inability to reason, lack of pride in work, and reluctance to accept responsibility.

4. A list of skills which employers felt needed strengthening were: filing, use of calculating and duplicating machines, ability to take and transcribe shorthand notes more rapidly, and the ability to make entries and post.

In the Betti study deficiencies with respect to personality traits and work habits were listed as follows:

1. Tardiness was regarded as very common by 38 of the employers contacted.

2. Over 50 per cent listed the following as very common or fairly common: lack of

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[1]Delaney, Catherine E., A Survey of Businessmen in Framingham, Massachusetts, and of Recent Business Graduates from Framingham High School to Determine the Effectiveness of the High School Business Curriculum, Master's Thesis, Boston University, 1955, pp. 59-61.

initiative, tendency to waste time, poor organization of work, lack of willingness to do "extras."

3. Other deficiencies listed were: poor application, inability to resist distraction, indifference, talkativeness, lack of team work, and resentment of correction.

Subjective comments on various phases of the study were submitted by 65 of the respondents. These comments are summarized as follows:

1. Most employers felt that many beginners lacked interest in the type of work they were doing, and the general intelligence necessary to do it well.

2. Many businessmen suggested an improved high school guidance program which would screen those individuals whose aptitudes and interests would preclude their success in the business world.[1]

A 1959 study of business firms located on Route 128 to determine occupational opportunities for business graduates of local high schools gives us the following information:

1. Newspapers were used most frequently as a means to secure new employees by 73 per cent of the firms. Employment agencies, high school placement services, and the letter of application were the next most common methods for securing workers.

2. Employment tests were used by 73 per cent of the respondents, the most common tests

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[1]Betti, Ida-Marie, A Survey of Greater Boston Business Firms to Determine Some of the Deficiencies of New Office Employees, Master's Thesis, Boston University, 1954, pp. 61-62.

being typing, clerical aptitude, and intelligence.

3. Initiative was a trait that 69 per cent of the businessmen felt should be given more emphasis in the schools; 68 per cent considered dependability and responsibility in need of special attention.

4. More than 50 per cent of the respondents stated that accuracy, neatness, ability to get along with others, and cooperation needed greater emphasis.

5. Thirty-five per cent of the firms responding were willing to permit students to visit their plants on field trips, and speakers could be obtained from 20 per cent of the firms.[1]

The foregoing studies have brought to light much information that should be of intense interest to all business teachers. "The duty of the schools in justice to the local business firms is to train students for the type of work which the businessmen in the community demand and require."[2] This awareness of community needs and requirements will aid the teachers to turn out better qualified office employees. The findings of this study should prove helpful in developing a business education program that will meet the current needs of business.

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[1]Hall, Sister Winifred, Survey of Business Firms Located on Route 128 to Determine Occupational Opportunities for the Graduates of the Business Departments of Local High Schools, Master's Thesis, Boston University, 1959, pp. 60-63.

[2]Walsh, op. cit., p. 73.

CHAPTER III

METHODS OF PROCEDURE

The main purpose of this study was to survey business firms in the Providence Metropolitan area of Rhode Island to determine some of the deficiencies of beginning office employees. The information obtained was to be used in revising the business curriculum and in the vocational guidance of students. The study was conducted as follows:

1. Similar surveys, studies, and current literature related to this investigation were reviewed to obtain background material for the study.

2. In order to obtain a clearer understanding of the major problem, subordinate problems were formulated.

3. A three-page check list was drawn up for the purpose of securing the necessary information.

4. A letter of transmittal explaining the purpose of the survey accompanied each check list.

5. Names and addresses of business firms were obtained from the membership roster of the Providence Chapter of the National Office Management Association, the Providence City Directory, and the New England Manufacturers Directory.

6. A check list and letter of transmittal were sent to 200 firms in the Providence Metropolitan area.

7. A follow-up letter was sent to those firms which failed to respond.

8. The data were tabulated and summarized.

9. Findings and recommendations were drawn up based on the information received.

For ease in replying and in order to take as little as possible of the businessman's time, the questionnaire was so constructed as to require only a check mark in the appropriate space. The check list was drawn up and presented to the Boston University Seminar in Business Education. Revisions were made according to the constructive suggestions of the group.

On April 16, 1959, the check list was sent to 200 representative business firms in the area. An effort was made to include both large and small companies in various types of businesses, especially those which might employ recent graduates.

A follow-up letter was sent on May 29 to the firms which had not responded. A final tabulation of replies showed that a total of 104 companies had responded to the questionnaire. Only 101, or 51 per cent, of the replies were considered in tabulating the returns as

three of the responding firms stated that they were only branch offices with such a small office force that their turnover was negligible, and they were not representative.

The completed questionnaires were then carefully tabulated and an analysis made. From these tables conclusions were drawn, and findings were summarized. Finally, recommendations for the revision of the curriculum were drawn up.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The results of this survey to determine some of the deficiencies of beginning office employees in the Providence Metropolitan area are analyzed and tabulated in this chapter.

TABLE I

NUMBER AND PER CENT OF REPLIES RECEIVED

Questionnaires	Number Reporting	Per Cent Reporting
Considered in tabulating	101	51
Not considered in tabulating	3	1
Total respondents	104	52
Unanswered	96	48
Totals	200	100

On April 16, 1959, 200 questionnaires were sent to business firms located in the Providence Metropolitan area of Rhode Island. Table I shows the number and per cent of returns. One hundred one, or 51 per cent, were

returned from representative firms and only these were considered in tabulating and analyzing the data. Three, or one per cent, were returned by firms who stated that they were only branch offices with a very small office force whose turnover was negligible, and that they were not representative in the area. Total returns showed that 104, or 52 per cent, of the business firms in the Providence Metropolitan area cooperated in the study. A list of these firms may be found in Appendix B.

The first question on the check list asked the employers to state the method most frequently used to obtain employees. A summary of this information may be found on the following page on Table II. The number of cases involved are approximately the same as the percentages given inasmuch as the percentages are based on 101 total responses. Therefore, the number of firms responding has been omitted from some of the tables.

At the time of the study, 53 per cent of the firms applied to the Rhode Island State Employment Service to secure new employees. This was the method most frequently used by the firms contacted. Fifty per cent of the companies contacted the schools when they were in need of new office help; whereas 37 per cent of the respondents relied on personal applications to fill vacancies that occurred. Thirty-five

TABLE II

METHODS MOST FREQUENTLY USED
TO OBTAIN EMPLOYEES BY 101 FIRMS

Rank	Method Used	Per Cent Reporting
1	Rhode Island State Employment Service	53
2	Contacting schools	50
3	Personal application	37
4	Private employment agencies	35
5	Advertisements	33
6	Recommendations of employees	25

per cent of the responding companies went to private employment agencies when they needed new office workers.

Newspaper advertisements were used by 33 per cent of the business firms contacted. Twenty-five per cent of the companies relied on recommendations of employees when they desired to increase their office force.

In order to discover the importance of certain factors, employers were asked to indicate in the proper column the degree of importance which they attached to business courses taken, school grades, appearance, personality rating, employment test scores, recommendations, and any other requirement which they deemed important for initial employment.

On examining Table III one finds that 56 per cent of the firms considered business courses taken as very important in selecting new personnel, whereas 39 per cent of the businessmen considered it important. Only two per cent of the respondents considered this item unimportant.

Appearance was rated very important by 53 per cent of the businessmen, whereas 44 per cent of the companies looked upon it as important. Again, only two per cent of the firms checked this item as unimportant.

Forty per cent of the respondents looked upon personality rating as very important, and 45 per cent deemed it important. Fourteen per cent of the firms considered this item unimportant.

Only 35 per cent of the companies considered school grades as very important to initial employment; 60 per cent considered school grades important. Four per cent of the firms signified that school grades were unimportant in securing employment with them.

Twenty-three per cent of the respondents looked upon recommendations as very important. Some qualified their choice by stating that if the recommendations were carried by the applicant, they were not important, but if they were mailed in, they were very important. A large group of firms, 50 per cent, considered recommendations important. Twenty-three per cent of the companies felt that recommendations were unimportant.

TABLE III

IMPORTANCE OF REQUIREMENTS FOR INITIAL EMPLOYMENT
ARRANGED ACCORDING TO THE FREQUENCY OF VERY IMPORTANT REPLIES
(101 FIRMS)

Requirements	Very Important Per Cent	Important Per Cent	Unimportant Per Cent
Business courses taken	56	39	2
Appearance	53	44	2
Personality Rating	40	45	14
Grades obtained in school	35	60	4
Recommendations	23	51	23
Employment test scores	18	37	27
Experience	16	32	50

The scores obtained on employment tests administered by the business concerns were considered very important by 18 per cent of the respondents, and 37 per cent of the companies considered these scores important. Twenty-seven per cent of the firms considered the scores unimportant.

While office experience for the high school graduate necessarily must be limited, 16 per cent of the respondents considered part-time work experience before graduation very important, whereas 32 per cent considered it important. Fifty-one per cent of the firms felt that this experience was unimportant because of the training period given to new employees by most firms.

Several of the respondents added factors which were not included on the check list but which they considered very important for initial employment. These were: common sense, grammar and composition, aptitude, dependability, an excellent attendance record, general background knowledge, family background, personal application, desire to learn, willingness and apparent ability to get along with others, and the ability to express oneself.

Extra-curricular interests, and the readiness to present names for references were considered important by two per cent of the responding firms.

TABLE IV

EMPLOYMENT TESTS USED BY 101 BUSINESS FIRMS SURVEYED

Rank	Type of Test	Per Cent Reporting
1	Typewriting	48
2	Stenography	37
3	General clerical	28
4	General aptitude	19
5	Intelligence	18

It is interesting to note from Table IV that typewriting tests are the ones most frequently administered by 48 per cent of the respondents. Stenography tests were next in order of frequency with 37 per cent of the firms reporting their use. General clerical tests were administered by 28 per cent of the employers. Nineteen per cent of the companies stated that they used general aptitude tests, and intelligence tests were used by 18 per cent of the responding firms.

Thirty-six of the business firms stated that they use no formal pre-employment test of any kind. These relied principally on the impression made at the personal interview or by the letter of application.

A few of the firms stated that they used special employment tests not listed on the questionnaire. These were: a mental alertness and temperament test; a Comptometer test; a spelling, vocabulary, and business arithmetic test; a manual dexterity test; a personality test; Activity Vector Analysis; switchboard operation; and a medical examiner's report.

TABLE V

NUMBER OF EMPLOYEES
ENGAGED IN OFFICE WORK IN 101 RESPONDING FIRMS

Number of Employees	Number Reporting	Per Cent Reporting
1 - 25	52	51
26 - 50	15	15
51 - 75	5	5
76 - 100	7	7
101 - 200	11	11
Over 200	8	8
Unanswered	3	3
Totals	101	100

Table V shows the approximate number of employees engaged in office work in the contacted firms. Fifty-one per cent of the respondents had from one to 25

office workers. From 26 to 50 employees were working in 15 per cent of the firms, and five per cent employed between 51 and 75. Seven per cent reported that they had from 76 to 100 employees; whereas 11 per cent used from 101 to 200 on their office staff. Only eight per cent of the companies employed over 200 workers. Three per cent of the firms did not answer this query.

In order to ascertain some of the deficiencies which employers observed in beginning office workers with reference to preparation, the businessmen were asked to check the appropriate column to show the extent of the deficiency as very common, fairly common, or not common.

In examining Table VI on the following page, one finds that inability to compose letters was the most common deficiency. This was checked as very common or fairly common by 84 per cent of the respondents.

Every business teacher is aware of the need for improving the spelling of students. This fact was very forcibly brought out by the responses of 83 per cent of the businessmen who indicated that the lack of spelling ability was a very common deficiency in beginning employees. Failure to check the accuracy of work was also shown to be very common or fairly common by 83 per cent of the firms.

TABLE VI

DEFICIENCIES WITH REGARD TO PREPARATION
ARRANGED ACCORDING TO
VERY COMMON AND FAIRLY COMMON RESPONSES

Deficiencies	Number Reporting	Per Cent Reporting
Inability to compose letters	85	84
Lack of spelling ability	84	83
Failure to check accuracy of work	84	83
Poor punctuation	76	75
Inability to write good English	73	72
Inadequate business vocabulary	66	65
Lack of ability to write legibly	65	64
Inability to act as effective receptionist	58	57
Failure to make neat erasures	56	55
Inability to type accurately	55	54
Inability to answer telephone properly	55	54
Inability to do simple arithmetic	52	51
Failure to transcribe notes accurately	50	50
Insufficient skill in using calculating machines	50	50
Insufficient skill in using duplicating machines	44	44

Seventy-five per cent of the companies felt that poor punctuation, and inability to write good English were very common or fairly common. Sixty-five per cent of the firms found that employees had an inadequate business vocabulary. At the same time, 64 per cent of the businessmen found that beginning workers lacked the ability to write legibly.

The next deficiency, inability to act as an effective receptionist, was classed as very common or fairly common by 57 per cent of the employers; and failure to make neat erasures was listed as very common or fairly common by 55 per cent of the respondents.

Inability to answer the telephone properly, and the inability to type accurately were considered very common or fairly common by 54 per cent of the firms responding. Fifty-one per cent of the employers felt that beginning employees were unable to do simple arithmetic.

Failure to transcribe notes accurately, and insufficient skill in using calculating machines were checked very common or fairly common by 50 per cent of the business firms answering the check list. Forty-four per cent of the respondents classified insufficient skill in using duplicating machines as a very common or fairly common deficiency.

Among the deficiencies which were considered not common by the majority of respondents were: inability to speak good English, insufficient skill in using adding machines, inaccuracy in keeping records, inability to type with reasonable speed, insufficient knowledge of filing, insufficient knowledge of posting, insufficient knowledge of making entries, insufficient speed in transcribing notes, and failure to transcribe notes accurately.

Several of the businessmen listed other deficiencies which were not listed on the questionnaire. Some of these included: failure to follow instructions precisely; failure to ask questions; lack of knowledge needed for making bank deposits, balancing the cash account, and making the endorsements required in banking; inability to apply simple arithmetic to business problems; and inability to use the Dictaphone properly. One respondent stated that speed in computation could be improved.

Statistics show that a high percentage of discharged workers are dismissed because of undesirable or disagreeable personality or character traits. In order to help the students develop the proper attitudes, employers were asked to check certain personal traits and work habits in the appropriate column to show the type and extent of the deficiency. This information is summarized on Table VII.

TABLE VII

DEFICIENCIES WITH REGARD TO PERSONAL TRAITS AND WORK HABITS ARRANGED ACCORDING TO FREQUENCY OF VERY COMMON AND FAIRLY COMMON RESPONSES

Rank	Personality Traits	Number Reporting	Per Cent Reporting
1	Tendency to waste time	67	66
2	Lack of initiative	65	64
3	Poor organization of work	63	62
4	Lack of willingness to do "extras"	52	51
5	Tardiness	50	50
6	Lack of interest in work	47	47
7	Lack of dependability	44	44
8	Absenteeism	33	33
9	Poor grooming	24	24
10	Lack of courtesy	15	15
11	Failure to get along with fellow employees	13	13

From the list of personal traits and work habits presented on the check list, 66 per cent of the firms felt that the tendency to waste time was the most common deficiency. Sixty-four per cent checked lack of initiative as either very common or fairly common, and 62 per cent designated poor organization of work as a very common deficiency.

Fifty-one per cent considered lack of willingness to do "extras" quite common, and tardiness was a deficiency checked as very common or fairly common by 50 per cent of the businessmen responding.

Lack of interest in work was a very common defect found in beginning employees by 47 per cent of the respondents. Forty-four per cent listed lack of dependability as either very common or fairly common, and 33 per cent felt that absenteeism was a very common deficiency.

Poor grooming, lack of courtesy, and failure to get along with fellow employees did not appear to be common since they were checked by only 24 per cent, 15 per cent, and 13 per cent of the firms respectively.

A few of the respondents added deficiencies which did not appear on the check list. These included: lack of pride in work, anxiety about salary raises, failure to understand constructive criticism for what it is, lack of tact, over-aggressiveness, lack of awareness of what has to be done, and willingness to attempt a job without fully understanding instructions.

In order to establish closer cooperation between the businessmen and the schools, employers were asked to state the knowledges, skills, and concepts which should be given greater emphasis in the high school program. Table VIII on the following page gives a summary of this information.

TABLE VIII

KNOWLEDGES, CONCEPTS, AND SKILLS WHICH EMPLOYERS FELT SHOULD BE GIVEN GREATER EMPHASIS

Rank	Knowledges, Concepts, and Skills	Number Reporting	Per Cent Reporting
1	Spelling	34	34
2	Basic English	24	24
3	Arithmetic fundamentals	19	19
4	Accurate typing	15	15
5	Business machines training	12	12
6	Grammar and punctuation	11	11
7	Composition of business letters	10	10
8	Penmanship	9	9

In addition to the knowledges, concepts, and skills shown above, individual respondents felt that the following also needed emphasis: pride in one's work, a sense of responsibility, precision in following directions, accuracy, neatness, social courtesies, good grooming, ability and willingness to apply oneself to a task, telephone techniques, and a knowledge of the proper way to conduct oneself on an interview.

TABLE IX

FIRMS WILLING TO PROVIDE SPEAKERS

Reply	Number Reporting	Per Cent Reporting
Yes	45	45
No	53	52
Unanswered	3	3
Totals	101	100

Students, in general, would benefit very much if they were able to obtain a more adequate knowledge of the firms in which they hope to work. This knowledge would motivate them to greater effort, and more rapid advancement.

In order that the students might have the opportunity to hear from the businessmen themselves what they expect of beginning office employees, employers were asked if they would consider speaking to small groups of business students on pertinent topics. Table IX shows that 45 per cent of the firms were willing to supply speakers.

A list of the companies who were willing to provide such a service to the schools is given in Appendix C.

TABLE X

FIRMS WILLING TO PERMIT
STUDENTS TO VISIT ON FIELD TRIPS

Reply	Number Reporting	Per Cent Reporting
Yes	47	47
No	51	50
Unanswered	3	3
Totals	101	100

Since a visit by a student to a place of business is looked upon as one of the best methods of inciting him to greater effort, the businessmen were asked if they would permit visits of small groups of students to their places of business in order to enrich the pre-employment training.

Forty-seven per cent of the employers were willing to have students visit their offices on field trips. A few qualified their reply by stating that they would prefer only five or six at a time. Another firm preferred to have one student sit with an office employee for a day or so in order to see just what a good worker accomplished in a day.

A list of the firms who permit field trips appears in Appendix C.

TABLE XI

FIRMS OFFERING PART-TIME EMPLOYMENT
(101 CASES)

Reply	Number Reporting	Per Cent Reporting
Yes	35	35
No	63	62
Unanswered	3	3
Totals	101	100

Table XI shows the results of asking employers if they offered part-time employment to students so that they might receive on-the-job experience.

Thirty-five per cent of the firms stated that they hired students on a part-time basis, and 62 per cent used no part-time help. Several of those who answered "yes" to this question qualified the response by stating that part-time employment would be in the summer only. Others stated that they would take on part-time help a short time previous to graduation in order to train students who would eventually become full-time employees.

Firms offering part-time employment to students so that they might receive on-the-job experience are listed in Appendix C.

At the end of the check list the businessmen were asked for comments that would be of use in improving the preparation of students for initial employment, and business in general. Some of the firms responded as follows:

> Students should be informed that as they enter the business world they are novices who must be willing to learn and ready to accept responsibility. Promotions will be their reward.
>
> Proper attitude is a good preparation for going into the business world. Students should have more preparation to develop a little more clerical ability.
>
> A sounder concept of what responsibilities an employee has toward an employer would be rewarding. For example, the fact that it is good manners to phone your employer when you are ill should be stressed.
>
> The desire to do menial tasks as a step in progress or training is very important. Beginners should be willing to start at the bottom at a reasonable wage in line with the job.
>
> Students should have a good basic training in the three R's supplemented by business courses. A little knowledge of everything that goes on in an office would be helpful.
>
> Students should not be nervous on first assignments. An important feature is to get along with other employees.
>
> Typing classes should include adequate instruction in setting up letters. Proper grooming and correct business dress are very important.
>
> Schools should, as far as possible, teach the hard economic facts of life. A general effort should be made to eliminate the "something for nothing" concept. Particular emphasis is needed on the moral obligation of giving full skill, care, and effort for wages received.

The most important single asset the new employee can bring to the job is the willingness to do his or her very best on any assignment. Initiative, cooperation, and interest in the job are the factors separating the outstanding worker from the ordinary worker.

Boys and girls should be taught how to dress and prepare themselves for an interview. They should know the type of position for which they are looking.

It would be well to impress upon students that they have a responsibility to an employer. Many give the general impression of trying to see how little work they can do and how they can disregard rules and regulations and still retain employment and collect wages.

A high school student who intends to go into office work should evidence a high degree of interest and enthusiasm for commercial subjects.

Emphasis should be given to personal appearance and courtesy. Career motivation rather than wages should be stressed. Students should be trained to speak and write English effectively.

Stress attitudes! In a few instances students have presented themselves for the interview chewing gum. It is fatal when they do! Some come accompanied by parents; again, they should not!

Beginners should have a little more loyalty to the organization for which they work and not give the impression, as they do so often, that the job is merely a stopgap before marriage, and consequently, they do not have to worry too much if they are not doing their best.

All students should be taught simple banking procedures. Regardless of course taken, they should know how to make bank deposits, write checks, make proper endorsements, and balance the check book.

> Unselfish cooperation in working with others is of the utmost importance. Punctuality in attendance and work scheduling, plus average training with special attention to arithmetic and penmanship, will enable most high school students to learn quickly the methods and procedures of any particular business office.
>
> Students should be taught that accuracy is far more important than speed. Good manners are essential. They should avoid gossip, and never criticize the work of others.
>
> Promotions come faster to those who exhibit an ability to carry out more than one function. This versatility is achieved by having a good, well-rounded business education centered around a particular field of concentration.

In the following chapter will be found a summary of the findings of Chapter IV, together with recommendations based on the findings.

CHAPTER V

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The main purpose of this study was to determine some of the deficiencies of beginning office employees in the Providence Metropolitan area, with implications for curriculum revision. The number of cases involved were approximately the same as the percentages given in the findings inasmuch as the percentages were based on 101 total responses.

A. The findings relative to the recruitment of new office personnel at the time of the study were as follows:

1. The Rhode Island State Employment Service was used as a means to secure new employees by 53 per cent of the firms contacted. About one-half of the business companies contacted the schools when seeking new workers. Personal applications were used by 47 per cent; private employment agencies, by 35 per cent; advertisements, by 33 per cent; and 25 per cent of the employers relied on recommendations of employees to obtain new personnel.

2. The five requirements considered most important for initial employment and the percentage responding were as follows: Business courses, 56 per cent; appearance, 53 per cent; personality rating, 40 per cent; grades obtained in school, 35 per cent; recommendations, 23 per cent.

3. Employment tests were administered by 65 per cent of the firms responding. Typewriting tests were given by 48 per cent; stenographic tests, by 37 per cent; general clerical tests, by 28 per cent; aptitude tests, by 19 per cent; and intelligence tests, by 18 per cent.

4. The number of employees engaged in office work varied in the firms contacted. Twenty-five or less were employed by 51 per cent of the firms answering the check list; 26 to 50, by 15 per cent; 51 to 75, by five per cent; 76 to 100, by seven per cent; between 101 and 200, by 11 per cent; and over 200, by eight per cent.

B. The findings relative to deficiencies in preparation which employers observed in beginning office workers are given below.

1. Inability to compose letters was the most common deficiency noted by 85 per cent of the firms responding. Lack of spelling ability, and failure to check accuracy of work were found to be very common by 84 per cent of the employers.

2. Seventy-six per cent of the businessmen felt that poor punctuation was a very common deficiency. The inability to write good English, and inadequate business vocabulary were deficiencies checked by 73 per cent, and 66 per cent of the firms respectively; and 65 per cent felt that there was a decided lack of good penmanship.

3. Fifty-eight per cent of the firms felt that beginners were unable to act as effective receptionists. Failure to make neat erasures was a deficiency found by 56 per cent of the firms contacted.

4. Inability to type accurately, and inability to answer the telephone properly were found to be very common by 55 per cent of the companies. Fifty-two per cent felt that beginning office employees were unable to do simple arithmetic. Approximately half the respondents considered failure to transcribe notes accurately, and insufficient skill in using calculating machines either very common or fairly common deficiencies.

5. Deficiencies which were considered not common by the firms answering the check list were: inability to speak good English, insufficient skill in using adding machines, inaccuracy in keeping records, inability to type with reasonable speed, insufficient knowledge of filing, insufficient knowledge of making and posting entries, failure to transcribe notes accurately, and insufficient speed in transcribing notes.

C. Findings relative to deficiencies with regard to personal traits and work habits are summarized below:

1. Tendency to waste time was the most common deficiency found by 66 per cent of the employers.

2. Lack of initiative was a deficiency observed by 65 per cent of the respondents.

3. Sixty-three per cent of the businessmen found that beginning employees had their work poorly organized.

4. More than half the firms observed a lack of willingness to do "extras."

5. Fifty per cent of the employers stated that tardiness was very common or fairly common.

6. Approximately half the respondents observed in beginning employees a lack of interest in work, and a lack of dependability. About one-third felt that absenteeism was very common or fairly common; and less than 25 per cent stated that poor grooming, lack of courtesy, and failure to get along with fellow employees were very common defects.

D. Findings with regard to the knowledges, skills, and concepts which employers felt should be given greater emphasis in the high school program are listed below:

1. Spelling was the subject needing the greatest emphasis as reported by 34 per cent of the firms.

2. Twenty-four per cent of the companies felt that basic English needed greater emphasis.

3. Arithmetic fundamentals, accurate typing, and increased business machines training were listed as needing special emphasis.

4. Approximately one-tenth of the firms answering the questionnaire listed grammar and punctuation, composition of business letters, and penmanship as in need of increased emphasis in the high school program.

E. At the end of the check list a series of miscellaneous questions were asked, and the findings from these were as follows:

1. Forty-five per cent of the responding firms were willing to provide speakers to discuss pertinent subjects with small groups of business students.

2. Forty-seven per cent of the businessmen were willing to have students visit their offices on field trips.

3. Part-time employment was offered to students by 35 per cent of the business firms.

Recommendations

1. Since the Rhode Island State Employment Service is the most frequently used source for obtaining new office workers, students should be encouraged to make use of the services of this agency.

2. Students should be made to realize the importance of the business courses taken since the majority of employers considered this factor a very important requirement for initial employment.

3. Sample employment tests should be given to the students so that they will be more adequately prepared when tests are administered by employers.

4. A business English and letter writing course should be developed for all business students since inability to compose letters was the most common deficiency noted by the businessmen.

5. Provision should be made to supply the students with an abundance of proofreading material in order to train them to check the accuracy of work.

6. Since employers feel that technical skill without desirable personal qualities is useless to business, students should be trained to organize their work properly, and to make every minute count. Initiative, responsibility, and dependability should be constantly stressed.

7. Spelling, basic English, and arithmetic should be given increased emphasis in the high school program.

8. Schools should take advantage of the willingness of the businessmen to provide speakers, and to permit students to visit their places of business on field trips.

9. The fact that 35 per cent of the responding firms offer part-time employment should be used as an incentive to urge the business students on to greater effort.

Suggestions for Further Study

A survey of business firms located in the Providence Metropolitan area should be made to determine occupational opportunities for the graduates of the business departments of local high schools. A job-activity analysis should also be made to determine the duties performed in the various job classifications. This study should also obtain information concerning the types of machines used by the local business firms. The results of such a study should be of value in revising the business education curriculum.

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ST. TERESA HIGH SCHOOL
231 AMHERST STREET
PROVIDENCE 9, RHODE ISLAND

April 15, 1959

Gentlemen:

In view of revising the business curriculum of St. Teresa High School, I am making a survey of business firms in the Providence Metropolitan area for the purpose of determining the nature and extent of the deficiencies of beginning office employees. The accomplishments and attitudes of office personnel reflect the character of their school training, and in order to send out better qualified workers, the schools need the help of businessmen.

Your company has been selected as one of the representative business organizations to participate in this study which has the approval of the National Office Management Association, Providence Chapter. Will you please answer the enclosed questionnaire? All replies will be treated confidentially and information will be used in tabulated form only. Additional comments on any phase of the study will be deeply appreciated.

Thank you for your cooperation in this investigation.

Sincerely yours,

Enclosures: questionnaire
self-addressed, stamped envelope

A STUDY OF BUSINESS FIRMS IN THE PROVIDENCE METROPOLITAN AREA
TO DETERMINE SOME OF THE DEFICIENCIES OF BEGINNING OFFICE EMPLOYEES

I. EMPLOYMENT

1. Please check the method most frequently used to obtain employees.

___ a. Advertisements
___ b. Contacting schools
___ c. State Employment Agency
___ d. Private Employment Agency
___ e. Personal application
___ f. Recommendations of employees
___ g. Other (please specify)
_____

2. Please indicate by a check mark ( ) the importance of the following requirements for initial employment.

	Very Important	Important	Unimportant
a. Business courses taken			
b. Grades obtained in school			
c. Experience			
d. Recommendations			
e. Appearance			
f. Personality rating			
g. Employment test scores			
h. Other (please specify)			

3. What type of employment test is used by your firm?

___ a. Stenographic
___ b. Typewriting
___ c. General Clerical
___ d. General Aptitude
___ e. Civil Service Exam
___ f. Intelligence
___ g. None
___ h. Other (please specify)
_____

4. What is the name and title of the person within your organization who actually does the hiring?

_____

_____

5. Please give approximate number of employees engaged in office work. _____

6. Please check ( ) the deficiencies you observe in beginning employees with reference to preparation, and personal traits and work habits.

	Extent of Deficiency		
PREPARATION	Very Common	Fairly Common	Not Common
a. Inability to speak good English			
b. Inadequate business vocabulary			
c. Inability to write good English			
d. Lack of ability to write legibly			
e. Inability to compose letters			
f. Lack of spelling ability			
g. Poor punctuation			
h. Failure to make neat erasures			
i. Inability to answer telephone properly			
j. Inability to act as effective receptionist			
k. Failure to check accuracy of work			
l. Inability to type accurately			
m. Inability to type with reasonable speed			
n. Insufficient speed in taking dictation			
o. Insufficient speed in transcribing notes			
p. Failure to transcribe notes accurately			
q. Insufficient knowledge of filing			
r. Inability to do simple arithmetic			
s. Inaccuracy in keeping records			
t. Insufficient knowledge of making entries			
u. Insufficient knowledge of posting			
v. Insufficient skill in using adding machines			
w. Insufficient skill in using calculating machines			
x. Insufficient skill in using listing machines			
y. Insufficient skill in using duplicating machines			
z. Other (please specify)			
PERSONAL TRAITS AND WORK HABITS			
a. Absenteeism			
b. Tardiness			
c. Tendency to waste time			
d. Lack of initiative			
e. Lack of interest in work			
f. Poor organization of work			
g. Lack of willingness to do "extras"			
h. Lack of courtesy			
i. Failure to get along with fellow employees			
j. Lack of dependability			
k. Poor grooming			
l. Other (please specify)			

7. Please list the knowledges, concepts, and skills which you feel should be given more emphasis in the high school program.

_____

_____

_____

8. Would you or members of your firm consider speaking to small groups of business students on pertinent topics? Yes ___; No ____.

Comments: _____

9. Would you permit visits of small groups of students to your place of business in order to enrich their pre-employment training? Yes ___; No ___.

Comments: _____

10. Do you offer part-time employment to students so that they may receive on-the-job experience? Yes ___; No ___.

If yes, when? _____

11. Any further comments that will be of use in improving the preparation of students for initial employment, and business in general, will be greatly appreciated.

_____

_____

_____

_____

II. GENERAL INFORMATION

1. Firm Name _____
2. Address _____
3. Type of business _____
4. Name and position of person answering the check list _____

_____

APPENDIX B

A LIST OF THE FIRMS
THAT RESPONDED TO THE CHECK LIST

The following list gives the name and address of each firm responding to the check list, the type of business, and the name and title of the person answering the check list.

ASHTON

Gracious Living, Incorporated
Martin Street
Retail Mail Order Selling
Robert E. McCall--Office Manager

CENTRAL FALLS

Coats & Clark, Incorporated
280 Rand Street
Thread Manufacturing
Joseph H. McKenna--Office Manager

CENTREDALE

Allendale Company
494 Woonasquatucket Avenue
Worsted Yarn Spinners
S. Scripsack--Office Manager

CRANSTON

Central Tool Company
456 Wellington Avenue
Manufacturing
I. Leven--President

Cranston Print Works Company
1381 Cranston Street
Bleaching, dyeing, printing, and finishing of cotton fabrics
G. M. Finan--Administrative Assistant

CUMBERLAND

Cadillac Textiles, Incorporated
Meeting Street
Manufacturers of Textile Fabrics
Claire Ernstof--Administrative Assistant

EAST GREENWICH

Bostitch, Incorporated
South County Trail
Manufacturers of Staples and Stapling Equipment
John B. Donnee--Personnel Manager

PAWTUCKET

Arbeka Webbing Company
1135 Roosevelt Avenue
W. D. Cuthbertson, Jr.

Clover Bead and Jewelry, Incorporated
75 Sabin Street
Jewelry Manufacturing
Henry P. Zinno--Office Manager

Collyer Insulated Wire Company
249 Roosevelt Avenue
Wire and Cable Manufacture
James W. Schora--Chief Accountant

Metropolitan Life Insurance Company
42 Park Place
Insurance
Mary FitzPatrick--Office Supervisor

Ward Baking Company
150 Dartmouth Street
Bakery Products
Leonard J. Doherty--Personnel Manager

PROVIDENCE

American Mutual Liability Insurance Company
616 Turks Head Building
Insurance
L. M. Smith--Clerical Section Supervisor

Anson, Incorporated
24 Baker Street
Men's Jewelry and Jewelry Boxes
F. Ronald Von Storch--Personnel Manager

Armour and Company
100 Harris Avenue
Wholesaler of Meats
J. C. Farrington--Controller

George Arpin & Sons, Incorporated
85 Carlsbad Street
Moving and Storage
Miss Audrey C. Arpin--Bookkeeper

Automobile Mutual Insurance Company of America
10 Weybosset Street
Insurance
DeForest W. Abel--President

B-I-F Industries, Incorporated
345 Harris Avenue
Meters and Feeders
A. W. Newman--Office Manager

Brown & Sharpe Manufacturing Company
Promenade Street
Machine Tools and Precision Instruments
C. E. Moffitt--Supervisor of Industrial Activities

Brownell & Field Company
119 Harris Avenue
Wholesalers of Coffee and Tea
R. F. Simpson--Office Manager

Buckley & Scott, Incorporated
143 Broad Street
Oil and Oil Burners
Miss Gladys P. Kettelle

Business Secretarial Exchange, Incorporated
915 Industrial Trust Bank Building
Personal Answering Service
Thomas F. McCabe--Manager

Cable Electric Products, Incorporated
234 Daboll Street
Manufacturers of Electrical Wiring Devices
James J. Lombardi, Jr.--Office Manager

California Artificial Flower Company
400 Reservoir Avenue
Manufacturer of Artificial Flowers and Fruit
A. A. Izzo--Office Manager

Cannon & Brown, Incorporated
1217 Eddy Street
Electroplating
Ella M. Pritchard--Office Manager

Cherry and Webb Company
275 Westminster Street
Women's Specialty Shop
William E. Kershaw--Office Manager

Citizens Savings Bank & Citizens Trust Company
870 Westminster Street
Banking
Doris W. Keefe--Personnel Director

City Controller's Office
City Hall
Auditing City Accounts
Robert A. Poll--Accountant

City Hall Store
Washington, Snow, and Westminster Streets
Retailing
Edward Chavarie, Jr.--Personnel Director

The Coca-Cola Company
1424 Industrial Bank Building
Beverages
Mrs. D. E. Peterson--Regional Secretary

Colonial Knife Company, Incorporated
Oak and Agnes Streets
Manufacturers of Trade and Sports Knives
A. Paolantonio--General Manager

The Columbus National Bank of Providence
33 Weybosset Street
Banking
Caesar T. Cambio--Executive Vice President

Consolidated Buying Corporation
709 Industrial Bank Building
Retailing
Maurice Goodman--Controller

Costello Brothers, Incorporated
111 Harris Avenue
Wholesalers
John A. Martin--Office Manager

Crown Worsted Mills, Incorporated
43 Troy Street
Yarn Manufacturing
George B. Roorbach--General Manager

Cumberland Engineering Company, Incorporated
P. O. Box 216
Manufacturers of Machinery
Mrs. Edna K. Landers--Accountant

Wm. Dandreta & Company
28 Wolcott Street
Wholesale Distributor of Audio-Visual, Radio, TV
Miss Ida Dandreta--Office Manager

Davol Rubber Company
69 Point Street
Rubber Sundries
Kenneth J. Fountain--Personnel Director

Roland A. Derosier Agency
32 Custom House Street
Insurance
Priscilla L. McLean--Secretary

Desitin Chemical Company
812 Branch Avenue
Manufacturers of Pharmaceutical Products
Thomas Keith--Office Manager

The Eastern Company
229 Georgia Avenue
Wholesale Distributors of RCA Whirlpool Appliances
Hildegarde M. Schnohr--Secretary and Office Manager

Thomas Edison Industries
38 Pontiac Avenue
Dictating Machines
Elmore R. Carlson--Manager

Federal Products Corporation
1144 Eddy Street
Precision Measuring Instruments
John B. Lyte, Jr.--Personnel Manager

Firemen's Mutual Insurance Company
150 South Main Street
Insurance
D. W. Patterson--Treasurer

First Federal Savings & Loan Association of Providence
110 Westminster Street
Mortgage Banking
T. Russell McGrath--President

Fram Corporation
105 Pawtucket Avenue
Manufacturing
Mrs. Shirley Eaton--Assistant Director of Personnel

General Baking Company
207 Brook Street
Bakery Products
Gordon D. Crocker--Chief Clerk

General Electric Company
95 Hathaway Street
Electrical Wiring Devices and Cords
J. Kenneth Shepard--Manager, Personnel Accounting

Gilbane Building Company
90 Calverly Street
Building Construction
L. J. Harwood--Personnel Director

Goodyear Footwear Corporation
44 Warren Street
Manufacturers of Rubber and Canvas Footwear
G. E. Bennett--Personnel Manager

The Great Eastern Life Insurance Company
10 Dorrance Street
Life Insurance
Eli A. Grossman--Vice President

Grinnell Corporation
260 West Exchange Street
Manufacturing, Construction, Selling
E. E. Field--Office Manager

Hospital Service Corporation of Rhode Island
31 Canal Street
Non-profit Health Insurance
Benjamin Alfano--Office Manager

Household Finance Corporation
91 Weybosset Street
Small Loans
J. M. Sullivan--Manager

Industrial National Bank
111 Westminster Street
Banking
Thomas O. McGovern--Vice President

International Business Machines Corporation
72 South Main Street
Office Equipment
N. G. H. Moore--Administration Manager

The Jewelers Board of Trade
413 Turks Head Building
Credit and Collections
Elizabeth M. Fallon--Collection Department Manager

Leesona Corporation
P. O. Box 1605
Textile Machinery Manufacturers
J. P. Kerns--Assistant Personnel Director

Liberty Mutual Insurance Company
179 Wayland Avenue
Casualty Insurance
C. M. Chase, Jr.--Resident Manager

Manufacturers Mutual Fire Insurance Company
1500 Turks Head Building
Insurance
Norris G. Abbott, Jr.

Metropolitan Life Insurance Company
57 Eddy Street
Insurance
Catherine L. Davignon--Office Supervisor

Metropolitan Life Insurance Company
40 Fountain Street
Insurance
Miss Marguerite Coleman--Office Supervisor

Metropolitan Life Insurance Company
228 Weybosset Street
Life Insurance
Edith M. Olsen--Office Supervisor

Mt. Pleasant & North Barber Dairy, Incorporated
33 Dearborn Street
Dairy Products
Annette Ricci--Bookkeeper

Narragansett Brewing Company
Elmwood Station
Brewing
Raymond J. Valeriana--General Office Manager

Nicholson File Company
23 Acorn Street
Manufacturers of Industrial Files and Rasps
Howard W. Preston--Secretary

New England Telephone & Telegraph Company
234 Washington Street
Communications
Miss E. Burnside--Secretary to General Manager

The Outlet Company
176 Weybosset Street
Retailing
William R. Kelly--Personnel Director

Peerless Supply Company
120 Manton Avenue
Jalousie Window and Door Manufacturers
Grace Borelli--Bookkeeper

Peoples Savings Bank
145 Westminster Street
Banking
Fred M. Goodwin--Vice President

Petroleum Heat & Power Company of Rhode Island
375 Allens Avenue
Fuel Oil & Oil Burners
Clarence A. Paquette--Office Manager

Pinkerson Company
330 Westminster Street
Retail Women's Wear
Samuel Oriel--General Manager

Plantations Bank of Rhode Island
61 Weybosset Street
Commercial Banking
Caroline Cheney--Assistant to Personnel Manager

Providence College
River Avenue
Educational Institution
Maurice Timlin--Assistant to the Bursar

Providence Gas Company
100 Weybosset Street
Public Utility
G. Frederic Moody--Office Manager

Providence Institution for Savings
86 South Main Street
Savings Banking
Theodore W. Barnes--Assistant to Vice President

Providence Journal Company
75 Fountain Street
Publishing
Miss Jessie Barker--Second Assistant Treasurer

Providence Washington Insurance Company
20 Washington Place
Insurance
F. Kenneth Aust--Personnel Manager

Remington Rand Division of Sperry Rand Corporation
959 North Main Street
Office Equipment
C. M. Zimble--Office Manager

Rhode Island Hospital Trust Company
15 Westminster Street
Banking
Elizabeth M. Quinham--Assistant Secretary

Scarpetti Oldsmobile, Incorporated
79 Elmwood Avenue
Retail Selling
Louis E. Scarpetti--President

Sears, Roebuck & Company
1300 North Main Street
Retailing
G. S. Danforth--Personnel Manager

The Shepard Company
259 Westminster Street
Retailing
Miss Dorothy Lowney--Personnel Director

Sims Corporation
393 Harris Avenue
Wholesale Distributors
J. P. Macks--Sales Manager

Sorority Shop
211 Union Street
Retailers of Gowns and Accessories
Mrs. Lucy Connors--Office Manager

Speidel Corporation
70 Ship Street
Jewelry Manufacturing
Hope E. Whitney--Personnel Director

Starkweather & Shepley, Incorporated
17 Custom House Street
Insurance Agency
G. C. Borden--Office Manager

Sterling Employment Exchange
187 Westminster Street
Employment Service
James E. Batty--Owner and Manager

Textron, Incorporated
10 Dorrance Street
Diversified Manufacturing
Mrs. Mary T. Young--Assistant Secretary

Thornton Finance Corporation
5 Valley Street
Loans
Ralph H. Peterson--Manager

Uncas Manufacturing Company
623 Atwells Avenue
Jewelry Manufacturing
Harvey M. Snyder--Controller

United States Rubber Company
10 Eagle Street
Rubber Products Manufacturers
J. F. Garlick--Supervisor of Office Services

United Wire & Supply Corporation
1497 Elmwood Avenue
Manufacturers of Copper, Copper Alloy, Aluminum Tubes
Howard D. McGuinness--Office Manager

Universal Optical Company, Incorporated
72 Weybosset Street
Manufacturers of eyeglass frames
Mrs. Lauretta I. Hockenhull--Paymaster

Whiting Milk Company
40 Tockwotton Street
Dairy Products
Evelyn McDonough--Office Manager

Roger Williams Savings and Loan Association
270 Westminster Street
Savings and Loans
Verna C. Harris--Vice President

WARWICK

Campanella & Cardi Construction Company
780 Jefferson Boulevard
Construction
James D'Arezzo--Office Manager

Pheasant Coffee and Tea Company, Incorporated
1551 Warwick Avenue
Wholsalers and Retailers of Coffee and Tea
Mary Kroian--Bookkeeper

James J. Warburton & Company
1373 Warwick Avenue
Real Estate, Insurance, Land Developing
James J. Warburton--Owner

WEST WARWICK

Metropolitan Life Insurance Company
1214 Main Street
Insurance (Life, Accident, Sickness)
Evariste L. Leger--Manager

One check list was returned without a company name and address.

APPENDIX C

LIST OF FIRMS WHICH PROVIDE
SPEAKERS, FIELD TRIPS, AND PART-TIME EMPLOYMENT

Name of Firm	Speaker	Field Trip	Part-time Employment
Federal Products Corp., Providence	x		
Metropolitan Life Ins. Co., West Warwick	x		
James J. Warburton and Co., Warwick	x	x	
Pheasant Coffee and Tea Co., Inc., Warwick		x	
Campanella & Cardi Construction Co., Warwick	x	x	
Roger Williams Savings and Loan Ass., Providence	x		
United States Rubber Co., Providence	x	x	
Thornton Finance Corp., Providence			x
Uncas Manufacturing Company Providence	x	x	
Starkweather & Shepley, Inc., Providence	x	x	
Speidel Corporation, Providence		x	
Sorority Shop, Providence	x		

Person to contact and address may be found in Appendix B

Name of Firm	Speaker	Field Trip	Part-time Employment
Sims Corporation, Providence		x	
The Shepard Company, Providence	x	x	x
Sears, Roebuck & Co., Providence	x	x	x
Scarpetti Oldsmobile, Inc., Providence	x	x	
R. I. Hospital Trust Co., Providence	x	x	x
Remington Rand Corp., Providence		x	
Providence Washington Ins. Co., Providence		x	
Providence Institution for Savings, Providence	x	x	x
Providence Journal Company, Providence			x
Providence Gas Company, Providence			x
Providence College, Providence	x	x	
Plantations Bank of R. I., Providence		x	x

Person to contact and address may be found in Appendix B

Name of Firm	Speaker	Field Trip	Part-time Employment
Pinkerson Company, Providence	x	x	x
Petroleum Heat & Power Co., Providence		x	x
Peerless Supply Company, Providence		x	
Peoples Savings Bank, Providence	x	x	
The Outlet Company, Providence	x	x	x
Nicholson File Company, Providence	x	x	
Narragansett Brewing Co., Providence	x	x	x
New England Telephone & Telegraph Company	x	x	x
Mt. Pleasant & N. Barber Dairy, Inc.	x	x	
Metropolitan Life Ins. Co., Providence	x		x
Liberty Mutual Insurance Co., Providence			x
International Business Machines Corp.	x	x	

Person to contact and address may be found in Appendix B

Name of Firm	Speaker	Field Trip	Part-time Employment
Industrial National Bank, Providence	x	x	x
Metropolitan Life Ins. Co., Eddy Street, Prov.			x
Household Finance Corp., Providence			x
Hospital Service Corporation of Rhode Island	x	x	x
Grinnell Corporation Providence	x		
The Great Eastern Life Ins. Co., Providence	x	x	x
Gilbane Building Co., Providence	x		
General Electric Company, Providence	x	x	
General Baking Company Providence			x
Fram Corporation Providence		x	
First Federal Savings and Loan Ass. of Providence	x	x	
Fireman's Mutual Insurance Co., Providence	x	x	x

Person to contact and address may be found in Appendix B

Name of Firm	Speaker	Field Trip	Part-time Employment
Cumberland Engineering Co., Inc., Providence		x	x
Costello Bros., Inc., Providence		x	x
Consolidated Buying Corp., Providence	x		
Columbus National Bank, Providence		x	
Colonial Knife Co., Inc., Providence			x
The Coca-Cola Company, Providence	x		
City Hall Store, Providence			x
Citizens Savings Bank & Citizens Trust Co.	x	x	
Cherry and Webb Company, Providence			x
Cannon & Brown, Inc., Providence	x		
California Artificial Flower Co., Providence		x	x
Business Secretarial Exchange, Inc., Prov.		x	

Person to contact and address may be found in Appendix B

Name of Firm	Speaker	Field Trip	Part-time Employment
Brown & Sharpe Mfg. Co., Providence	x	x	
B-I-F Industries, Providence	x	x	
Anson, Incorporated, Providence		x	
Ward Baking Company, Pawtucket	x	x	
Metropolitan Life Ins. Co., Pawtucket	x		x
Collyer Insulated Wire Co., Pawtucket	x		
Arbeka Webbing Company, Pawtucket	x	x	
Bostitch, Incorporated, East Greenwich	x	x	
Cadillac Textiles, Inc., Cumberland	x		x
Cranston Print Works Co., Cranston		x	
Central Tool Company, Cranston	x		
Gracious Living, Inc., Ashton	x	x	x

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