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Survey of 75 businessmen in the
Berlin-New Britain area of Connecticut
to determine what the businessman
expects of the beginning office worker

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Thesis

SURVEY OF 75 BUSINESSMEN IN THE BERLIN-NEW BRITAIN
AREA OF CONNECTICUT TO DETERMINE WHAT THE BUSINESSMAN
EXPECTS OF THE BEGINNING OFFICE WORKER

Submitted by

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CHAPTER I

INTRODUCTION

Statement of the Problem

The major purpose of this study was to determine what the businessman expects of the beginning office worker. This study surveyed various business practices businessmen used in securing applicants for employment and advancing employees. It also surveyed the kinds of business machines used by the businessmen in the Berlin-New Britain area. This information should prove helpful in revising the business education curriculum of Berlin High School.

Analysis of the Problem

This study included the following specific purposes:

1. To determine the methods used in securing applicants.
2. To determine the importance of requirements for initial office employment.
3. To determine the extent to which employment tests are used by businessmen in the Berlin-New Britain area.
4. To determine whether the Business Department of Berlin High School is satisfactorily providing its graduates with an adequate general background.
5. To determine whether the Business Department of Berlin High School is satisfactorily providing its graduates with adequate skill training.

6. To determine the subjects which, in the opinion of businessmen, should be given greater emphasis in high school.
7. To determine the provisions provided by business firms for employees to obtain advancement.
8. To determine the skills and personal traits which, in the opinion of businessmen, should be given greater emphasis in school.
9. To determine whether members of business firms would be willing to speak to groups of business students on pertinent subjects.
10. To determine whether business firms would allow students to visit firms on a field trip.
11. To determine whether business firms would be willing to participate in a part-time work experience program.
12. To determine the wage of the beginning office worker.
13. To determine the minimum requirements for employing beginning office workers.
14. To determine the approximate number of men and women employed in the following types of positions:
 - a. Secretary
 - b. Stenographer
 - c. Bookkeeper
 - d. Typist
 - e. General Clerk
 - f. File Clerk
 - g. Machine Operator
 - h. Sales Clerk
 - i. Others

15. To determine the kind of business machines used.
16. To make recommendations to improve the Business Department of Berlin High School based on the data obtained in this study.

Justification of the Problem

A new high school is being completed and as the enrollment in the Business Department of Berlin High School is increasing, it was felt that the curriculum must be revised and expanded to meet the everchanging demands of business. Irene Place¹ in her article, "Teaching For Office Occupations," says:

A functional curriculum is dynamic and everchanging and in the case of training for office occupations should be atuned to current needs and practices. It should consider the needs of the particular community it serves.

The main purpose of the Business Department of Berlin High School is to train students for initial office jobs. What better way is there to determine what the businessman expects of the beginning office worker than to ask the employer's opinion. This was done by sending a questionnaire to a representative group of businesses in the Berlin-New Britain area. As Berlin is a comparatively small town, most of the graduates go to work in New Britain, a neighboring city. As some of the graduates work in insurance offices in Hartford,

¹Place, Irene, "Teaching For Office Occupations," American Business Education Yearbook, Volume VIII, 1951, p. 147.

these companies were also included in the study.

Day¹ states in his thesis, A Study of the Cooperation Between Business Education and Business:

Business education has been constantly criticized by business for failing to produce properly trained workers. Business education has met this criticism by seeking the cooperation of businessmen for the purpose of improving courses of instruction and of working with business leaders.

As the common goal of business and business education is the production of capable employees for the business world, it is logical to assume that business education and business cannot be incompatible. Businessmen and educators must work together closely to attain their common goal.

Cooperative planning by businessmen and business educators is a necessity if the forward movement of our American economy is to be maintained. If we are to continue advancing the standards of living and the comfort and well-being of our people, it is imperative that there be a fine type of cooperative planning between businessmen and business educators. Such planning is necessary if we are to build the character of our future business and economic leadership.²

There are many benefits derived from a survey of local businesses. First of all business teachers increase their occupational intelligence by survey planning and by direct contact with businesses. This³ added occupational intelligence may be passed on to the students by means of more realistic instruction and more effective counseling.

¹Day, Francis X., A Study of the Cooperation Between Business Education and Business, Master's Thesis, Boston University, 1948, p. 3.

²"Cooperative Planning By Businessmen and Business Educators," Chapter XXXI, American Business Education Yearbook, Volume I, 1944, pp.269-270.

³Ibid., p. 278.

Students may also benefit from a study of the findings of the survey. These findings may be presented to the class in the form of charts and graphs. By discussing the results of the survey directly with the class, they will get a much clearer picture of what the employer expects of the beginning office worker.

The results of the survey may be used along with other data to bring about fundamental changes in the curriculum and guidance procedures of the school. Courses may be added, eliminated, or integrated.

According to Borland¹ a survey of local businesses provides the teacher one of the most useful means of contact with the community. It offers a means of acquainting the community with the work of the school and helps to foster good public relations between the school and the community.

With these thoughts in mind, the survey should prove beneficial not only to the Business Department of Berlin High School but also to the local businessmen.

Organization of Chapters

Chapter I contains a brief statement of the problem and also includes the analysis, justification, and delimitation of the problem. Chapter II contains a brief background of the town of Berlin, and the schools, particularly emphasizing

¹Borland, Helen, "The Community As A Business Education Workshop," American Business Education Yearbook, Volume X, 1953, p. 359.

the business education of Berlin High School. A review of related literature was made in Chapter III in order to give the reader an idea of the surveys which have been made in other communities. Chapter IV contains a description of the steps followed in conducting the survey. A detailed tabulation of the results of the survey is presented in Chapter V. Chapter VI contains a summary of the findings and conclusions. Recommendations for improving the business education program of Berlin High School are made in Chapter VII.

Delimitation of the Study

This survey was limited to 140 businessmen in the Berlin-New Britain area, who have employed Berlin High graduates or who would be likely to employ them in the future.

This survey did not contain a job-activity analysis, as a follow-up study of the graduates is being conducted at the present time by the Guidance Department of Berlin High School.

This survey was not the only basis for revising the curriculum but served as a good starting point.

CHAPTER II
BACKGROUND OF THE STUDY

The Town of Berlin

Berlin is a typical small community with a population of 7,000 people.

It is quite centrally located as it is easily accessible to New Britain, Hartford, Meriden, and Middletown.

Berlin has about 83 business establishments, the majority of which employ five or less employees. These businesses include manufacturing concerns, distributors, warehouses, construction companies, garages, nurseries, florists, dairies, and banks. There are ten companies in Berlin which have a sizable office staff. For this reason this survey includes Berlin businesses in addition to businesses in New Britain, who are either potential employers or who, at the present time, employ Berlin High School graduates.

School System

Enrollment in the Berlin Public Schools follows a pattern which can be found in most other parts of the country. The increased birth rates since 1940 and more especially since 1945, coupled with the in-migration of new residents, have swelled the enrollments in public schools. The enrollment for the grade school in 1951-52 was 1,036. The high school enrollment was 295.

It is predicted that the total enrollment in five years will be 1793 as compared to 1331 in 1951-52.¹

At the present time Berlin has six grammar schools, the newest of which was built in 1910. At the present time, because of overcrowded conditions, one of the grammar schools is operating on a double session whereby one group of students go to school from 8:30 to 12, and the other group go from 12:30 to 4:30 in the afternoon. To help alleviate these overcrowded conditions, a new high school has been built; and in September, 1953, the present high school will be used as a grammar school.

At the present time plans are being made to build three new grammar schools to replace the old buildings now being used.

High School

In September, 1953, the Berlin High School students will be housed in a new \$1,500,000 school building equipped with twenty-six modern classrooms.

The curricula offered at Berlin High School include the following:

College Preparatory. This curriculum offers subjects, the successful completion of which, will fit a boy or girl for liberal arts, technical, and teachers' colleges.

¹Berlin Annual Town Report, 1952, p. 18.

General Curriculum. This curriculum has been planned for those who expect to terminate their formal education upon graduation from high school. It offers practical training as well as a choice of academic subjects to challenge varying interests.

Nursing Curriculum. This curriculum is designed to prepare a girl to enter any school of nursing in Connecticut.

Industrial Arts Curriculum. This curriculum closely resembles the General Curriculum except that shop mathematics is required of Freshmen.

Home Economics Curriculum. This curriculum is designed for girls who expect to terminate their formal education upon graduation from high school. Home Economics is required of all Freshmen and Sophomore girls.

Business Curriculum. The business education program has been based on two aims--the ability to serve the personal needs of the student and the ability to provide the desired vocational training for students who plan to go to work in offices in the local community after graduation from high school. The work is so arranged that pupils enrolled in the curriculum may also enrich their training by pursuing academic subjects. The course of studies is the same for all students the first two years, but areas of specialization are offered in the Junior and Senior years; namely, secretarial, bookkeeping, and clerical practice majors.

This year 22 of the 60 seniors were business students. At the time of this writing 20 of the business students were placed in office positions for the coming year. The Business Department works with the guidance director in placing the girls in office jobs.

Equipment in the Business Department

Next year the Business Department will have three rooms in the new building. These business rooms include the typewriting room, the office machines room, and the stenography and bookkeeping room. Each room is planned to accommodate thirty students. ✓

The typewriting room contains thirty typewriters:

12	Royal Typewriters
12	Underwood Typewriters
4	L. C. Smith Typewriters
2	Remington Rand Typewriters

The office machines room is equipped with twenty-three machines in addition to regular manual typewriters. Since today there are approximately twice as many other office machines in use in business offices as typewriters, it is felt that a number of other office machines, in addition to the typewriter, should be taught to students specializing in business education. ✓

The following is a list of equipment used in the office machines laboratory:

	<u>Kind</u>	<u>Number</u>
1.	Friden	1
2.	Monroe	1
3.	Monroe Educator	2
4.	Comptometer	1
5.	Burroughs Calculator	3
6.	Underwood Sundstrand Ten-Key (Elec)	1
7.	Underwood Sundstrand Ten-Key (Hand)	1
8.	Remington Rand Ten-Key	1
9.	Victor Adding Machine	1
10.	Burroughs Adding Machine	1
11.	Monroe Rhythm Add	1
12.	Remington Rand Printing Calculator	1
13.	Burroughs Bookkeeping Machine	1
14.	Audograph	1
15.	Dictaphone	3
16.	Mimeograph (Elec.)	1
17.	Mimeograph (Hand)	1
18.	Ditto	1
19.	Long-Carriage Royal Typewriter	1
20.	Electric Underwood Typewriter	1
21.	Manual typewriters	8

CHAPTER III

REVIEW OF RELATED LITERATURE

Business education is awake to the demands of changing times and conditions as indicated by the expansion of its curriculum and its constant concern with the improvement of methods of teaching.¹

This statement is evidenced by the fact that many business teachers are constantly making surveys to keep themselves well informed concerning what the businessman wants and expects of the beginning office worker. In this chapter a review of some of these studies will be made.

Laura L. Brown of the Hyde Park High School faculty made a survey of a selected group of twenty member firms of the Office Management Association in Chicago. This study was conducted to determine:²

1. Acceptable, current standards for work in offices.
2. The most important machine areas and the degree of proficiency required.
3. The most apparent deficiencies in skills.

In reply to the question concerning the extent to which employers restrict beginning employees to general office work, 13 of the 20 firms indicated that they generally or frequently do restrict the work of beginners to general office activities.

¹Reynolds, Helen, "Looking Ahead in Business Education," American Business Education, Volume IX, No. 3, March, 1953, p. 132.

²Brown, Laura L., "A Survey of Twenty Business Firms," The Balance Sheet, September, 1952, p. 11.

Sixteen of the 20 firms indicated that they rarely or never employ a beginner as a stenographer or bookkeeper.

In order to determine the areas of greatest deficiency in the personal qualities and in the abilities of the employees, the employers were requested to check definite deficiencies of their employees. Inability to spell was the most frequently indicated as a deficiency in employees. Accuracy followed close behind spelling, with attendance and punctuality and the assuming of responsibility next in order. Penmanship and vocabulary concluded the list of significant responses.

Typing speed required for straight copy work as reported by 50 per cent of the firms was 50 words a minute. Fourteen firms reported standards for speed of taking shorthand dictation, with 57 per cent indicating a preference for 100 words a minute.

In order to determine the type and extent of machine training most desirable for initial office work, the employers were requested to indicate their preference. As a result of the data received, the conclusion may be drawn that with training on many machines, emphasis should be on speed and accuracy of addition and multiplication and that extensive and intensive training should be given on one machine.

A survey of 80 New Bedford business firms was conducted by Catherine E. Roche. The two main purposes of this study were to evaluate the business-training program and to determine the activities and duties most frequently performed by office

workers for curriculum revision purposes at the New Bedford High School.¹

Some of the interesting findings as a result of this study were as follows:

1. Seventy-four of the 80 respondents considered appearance to be the most important consideration in hiring new employees.
2. The majority of respondents who had standards of proficiency considered 50 words per minute a minimum requirement for typing material of average difficulty; 80 to 100 words per minute a minimum requirement for taking dictation of average difficulty.
3. Honesty was the most important requirement for advancement in business with accuracy considered next in importance, even before skill and speed.
4. The most common deficiencies noted in new employees were "Failure to check work for accuracy" and "Lack of ability to compose letters."
5. "Lack of initiative," "Lack of interest in work," and "Lack of willingness to 'little extras'" were the common deficiencies noticed in new employees.
6. Only 18, or 23 per cent, of the respondents indicated that they used employment tests.
7. Only 26 per cent of the respondents were familiar with the "Simplified Letter" advocated by the National Office Management Association, and only 13 per cent favored its use in general.
8. Thirty-six per cent of the firms were willing to supply speakers for students in the business course, and 51 per cent were willing to permit business students to visit.
9. Twelve firms were willing to take part in a cooperative job-training program, whereby students could have on-the-job experience while in school.

¹ Roche, Catherine E., Survey of 80 New Bedford Business Firms and a Job-Activity Analysis of Employees in Selected New Bedford Businesses, Master's Thesis, Boston University, 1952, p. 92.

In an address given before the third annual summer business education conference held at Northwestern University, Dr. Thompson suggests some specific standards for office workers.

Dr. Thompson pointed out that, in general, employers complained most commonly of the following weaknesses in their office help:

In typewriting, the office workers were found deficient in accuracy, speed, arrangement, total production, numbers, erasing, proofreading, tabulations, and carbons.

In shorthand, workers lacked ability to read shorthand notes rapidly and accurately, to arrange letters on the page correctly, to compose letters, to punctuate, and to use English correctly.¹

Dr. Thompson stated that the promotion of better cooperation between the training department and the employer is a hoped-for improvement in the training program of any high school. He points out that business teachers should find out for themselves about the inside workings of offices where their graduates will be employed in order that these students will know what to expect when they take the job. In the opinion of Thompson, there are a number of little things connected with the successful running of an office that too often get no attention in training an office worker.

As a result of a survey of 150 businessmen, employee deficiencies were divided into two groups--training and personal.²

¹Thompson, James M., "Training Better Office Workers," The Balance Sheet, September, 1948, p. 7.

²Ibid., p. 7.

Under training the following deficiencies were listed in order of frequency: English, writing, arithmetic, spelling, typing speed, and knowledge of mechanical equipment. Under personal were the following: lack of realization of seriousness of business and cost of errors in business, lack of discipline and sense of responsibility, initiative, ability to think, perseverance and thoroughness, ability to get along with people, courtesy, and dress.

In answer to the request for suggestions on improving business courses, recommendations were made for greater concentration in the teaching of office machines, arithmetic, English, filing, knowledge of business forms, stenography, and the development of personality.

Thompson pointed out that a survey of the dismissal of more than 12,000 stenographers and secretaries by 64 companies indicated that 31 per cent were dismissed for inefficiency, and 69 per cent were dismissed for personality and character defects.

A community survey of business firms in the town of Natick was conducted by Barbara Walsh. The general purpose of this study was to survey the job activities of employees in the town of Natick, Massachusetts, and to analyze the recommendations of employers for improving the instruction in the Business Education Department of Natick High School.

¹Walsh, Barbara, A Community Survey of Business Firms With Implication For Improving The Business Education Program Of Natick High School, Master's Thesis, Boston University, 1952
p. 1.

The major findings regarding the Natick employer recommendations were as follows:

1. The average high school graduate should encounter little difficulty in seeking employment with regard to the requirements of age, education, sex, and experience.
2. Personal application was reported by 57 per cent of the employers as presenting the best opportunity for the high school graduate to find initial employment.
3. The high school graduate with good qualifications has an excellent chance of being recommended for employment by the school, since 50 per cent of the employers reported contacting schools when considering hiring new employees.
4. Employment agencies were not reported as being used to a noticeable degree by employers seeking help.
5. Possibilities of finding positions in business machine operation in Natick are very limited. However, many students go into greater Boston.
6. According to employers, English, mathematics, bookkeeping, and spelling are subjects needing greater teaching emphasis in Natick High School.
7. 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 emphasis.
8. A majority of reporting employers have no set standards of speed for typing, dictation, and filing.
9. The Royal Typewriter and the Burroughs Adding Machine are the two most commonly used office machines in Natick business firms.

These studies are only a few of the many studies which are being done by business educators. These readings served as a background for the development of the checklist for this study.

CHAPTER IV
METHOD OF PROCEDURE

The following steps were used in conducting this survey:

1. Permission to conduct the survey was secured from the Principal of Berlin High School, the Superintendent, and the Board of Education.
2. A review of related readings was made in order to provide a background for this study.
3. A meeting of the business teachers, the guidance director, and the principal was held, at which time a rough draft of a checklist was presented for criticism and suggestions.
4. The Chambers of Commerce of New Britain and Berlin were contacted in order to secure a list of firms to whom checklists could be sent.
5. On April 15, a checklist and letter of transmittal were sent to 140 firms in the Berlin-New Britain area.
6. After two weeks had passed, the companies who had not returned the checklists were contacted by means of a telephone call.
7. Data received from the checklist were tabulated and summarized.
8. Findings and recommendations were made, based on the data received.

In preparing the checklist every attempt was made to keep the checklist as simple and clear as possible in order to get a good response. Many of the items included in this thesis were also used in similar surveys.

The checklists were sent out to 140 firms. Eighty-one returns were received; but, of these, six did not complete the checklist. Typical reasons stated for not returning a completed checklist were:

As we have very little office work, requiring only one office worker, I do not believe that we are qualified to fill out your checklist.

We have only a small office force and do not employ beginners, as a general rule. We do not really see how a checklist like this would apply to us.

During the first week 56 responses were received. Ten replies were received during the second week.

After two weeks had elapsed, those who had not replied were contacted by a telephone call. As a result of this follow up, 15 additional responses were received.

A total of 75 checklists were used as a basis of this study.

TABLE I
RETURNS FROM CHECKLIST

Returns	Number	Per Cent
Checklists returned after first mailing	66	47
Checklists returned after follow up	15	11
Total checklists returned	81	58
Checklists not used	6	4
Total Checklists used	75	54

CHAPTER V

ANALYSIS OF DATA OBTAINED FROM EMPLOYER CHECKLIST

The results of this survey to determine what the businessman expects of the beginning office worker are analyzed and tabulated in the following pages. It is interesting to compare these findings with the ones described in Chapter IV of this study.

Of the 75 firms responding to this questionnaire 25, or 33 per cent, were manufacturing concerns. This fact is understandable as the majority of businesses in the Berlin-New Britain area are largely manufacturing concerns. Ten, or 13 per cent, of those completing the checklist sold retail goods. Eight insurance companies replied. Three of the large companies in Hartford were contacted and replied. The remaining five were smaller companies in the New Britain-Berlin area. Wholesale businesses had the fourth highest number of respondents, with six replying. Five of those responding to the checklist were public utility companies. One of these was the Connecticut Light and Power Company, which has recently opened a large office building in Berlin.

Banking establishments, hospitals, newspapers, radio stations, construction companies, professional men, colleges, hotels, employment bureaus, and transportation companies completed the types of businesses which responded to the employer checklist. The number and per cent of those responding can be seen on Table II.

TABLE II
 TYPES OF BUSINESSES ENGAGED IN BY THE 75
 FIRMS WHICH COMPLETED THE CHECKLIST

Type of Business	Number	Per Cent
Manufacturing	25	33
Retail	10	13
Insurance	8	11
Wholesale	6	8
Public Utilities	5	7
Banking	4	5
Hospitals	3	4
Newspapers	3	4
Radio Stations	2	3
Construction Companies	2	3
Professional	2	3
Schools and Colleges	2	3
Hotel	1	1
Employment Bureau	1	1
Transportation	1	1
TOTALS	75	100

Personal application heads the list as a means of obtaining applicants for office positions, with 77 per cent of the respondents checking this method. Fifty-five, or 73 per cent, signified that they used newspaper advertising to obtain applicants. The school placement service was used by 47, or 62 per cent, of the firms. This indicates the role the schools are playing in placing their students in beginning office positions. Employment agencies were used by 33, or 44 per cent. Other methods used were recommendations of employer and employees, and the Connecticut State Employment Bureau.

TABLE III

METHODS USED BY 75 EMPLOYERS TO OBTAIN
APPLICANTS FOR OFFICE POSITIONS

Method Used	Number Answering	Per Cent
Personal Application	58	77
Newspaper Advertising	55	73
School	47	62
Employment Agencies	33	44
Recommendation of Employer	23	31
Recommendation of Employee*	8	11
Connecticut State Employment Bureau**	7	9

*Not listed in the checklist

In order to determine what employers considered when hiring new employees, they were asked to indicate in the proper column the importance given to age, training, grades obtained in school, experience, recommendations, appearance, and results obtained on employment tests.

The majority of employers felt that appearance was of primary importance for initial employment. Thirty-three, or 44 per cent, rated this item as very important. Forty-one, or 55 per cent, checked appearance as important. Not one respondent rated this item as unimportant.

Recommendations were checked as very important by 24 employers, or 32 per cent. Thirty-six, or 48 per cent, checked this item as important and 10 indicated they considered recommendations as unimportant.

Seventeen respondents checked training as very important, while 45, or 60 per cent, felt training was important for initial employment. Eight of the employers regarded training as unimportant.

Results on employment tests were considered very important by 16, or 21 per cent. This low percentage is understandable because only 35 companies used employment tests as indicated in Table VI.

Grades obtained in high school were checked as very important by only eight employers. However, it was checked as important by 49, or 65 per cent, of the respondents. Table V shows that grades obtained in high school had a total frequency of 57.

TABLE IV
 IMPORTANCE OF REQUIREMENTS FOR INITIAL EMPLOYMENT*

Requirement	Very Important		Important		Unimportant	
	No.	%	No.	%	No.	%
Appearance	33	44	41	55	--	--
Recommendations	24	32	36	48	10	13
Training	17	23	45	60	8	10
Results on Employment Tests	16	21	20	26	10	13
Grades Obtained In School	8	11	49	65	17	23
Experience	7	9	27	36	36	48
Age	5	6	27	36	40	53

*Arranged according to frequency of the (Very Important) replies

TABLE V
IMPORTANCE OF REQUIREMENTS
FOR INITIAL EMPLOYMENT*

Requirement	Very Important	Important	Total
Appearance	33	41	74
Training	17	45	62
Recommendations	24	36	60
Grades Obtained in High School	8	49	57
Results on Employment Tests	16	20	36
Experience	7	27	34
Age	5	27	32

*Arranged according to frequency of the total of (Very Important) and (Important) replies

Only 7 employers considered experience as very important, 36, or 48 per cent, considered experience as unimportant, and 27, or 36 per cent, rated experience as important.

Twenty-seven, or 36 per cent, of the respondents felt that age was important, while 40, or 53 per cent, indicated that in their opinion age was not important. From looking at Table IV and Table V, one can see that age and experience were the two factors given the least weight when hiring new employees.

Table V shows the total frequency of the very important and important responses. Appearance heads the list being

checked by 74 employers. Sixty-two respondents checked training as being very important or important. A total of 60 considered recommendations when hiring beginning office workers. It is interesting to note that 57 of the respondents considered grades obtained in high school as either very important or important. Results on employment tests were considered by 36 employers. Thirty-four respondents considered experience as being either important or very important, and age was indicated as being important or very important by 32 respondents.

TABLE VI
THE USE OF EMPLOYMENT TESTS AS
INDICATED BY 75 BUSINESSMEN

Answer	Number	Per Cent
Yes	35	47
No	35	47
No answer	5	7

It is interesting to note that 35 of the 75 businessmen contacted used employment tests. The same number of firms did not answer this question. While 35 firms said they used employment tests for either stenographic, bookkeeping, or clerical positions, all of them did not list the ones used.

Table VII shows that 16 firms used stenographic employment tests, while seven of these did not specify the one used. The most popular stenographic employment test mentioned by those listing the one used was the Psychological Corporation General Clerical Aptitude Test, which was used by three firms.

TABLE VII
STENOGRAPHIC EMPLOYMENT TESTS USED*

One Used	Number
Psychological Corporation General Clerical Aptitude Test	3
Detroit Clerical Aptitude Test	1
Thurston	1
Special Test Battery	1
Purdue Adaptability; Seashore Bennett Steno Proficiency	1
Life Office Management Association Typing Test	1
Employment Service Proficiency for Stenography	1

*Seven affirmative responses did not state the stenographic employment test used.

Nine firms indicated that they used bookkeeping employment tests. Only five listed the one used, as shown in Table VIII.

TABLE VIII
BOOKKEEPING EMPLOYMENT TEST USED*

One Used	Number
Life Office Management Association-- Mathematic	1
General Clerical	1
Purdue Adaptability and Minnesota Clerical	1
Kuder and Brush Clerical	1
Martin Aptitude	1

*Four affirmative responses did not state the bookkeeping employment test used.

TABLE IX
CLERICAL EMPLOYMENT TEST USED*

One Used	Number
Life Office Management Association Typing Test, Test I, Form A	2
Life Office Management Clerical Aptitude	2
General Clerical	1
Wonderlic Personnel Test	1
Employment Service Proficiency	1
Martin Aptitude	1
Mechanical Test--Connecticut State Employment Test	1
Own Test	1

*Eleven affirmative responses did not state the clerical employment test used.

Clerical employment tests were used by 21 firms. Eleven of these firms did not state the one used. The most popular ones listed by the ten firms answering were Life Office Management Association--Typing Test, Form A, and the Life Office Management Clerical Aptitude as shown in Table IX.

Berlin High School graduates were employed or have been employed by 42, or 56 per cent, of the 75 firms, who completed a checklist. Twenty, or 26.66 per cent, stated that they had never employed Berlin High graduates. Thirteen, or 17.33 per cent, did not answer this question. Many indicated that they were new with the organization and did not know whether or not their company had ever employed Berlin High graduates.

TABLE X
EXTENT TO WHICH 75 FIRMS EMPLOYED
BERLIN HIGH GRADUATES

Answer	Number	Per Cent
Yes	42	56
No	20	26.66
No Answer	13	17.33

Table XI shows that the business department was satisfactorily providing its graduates with a general background in the opinion of 43, or 57.33 per cent, of the respondents.

Ten stated that the business department was not satisfactorily providing its graduates with a general background, while 22, or 29.33 per cent, did not answer this question.

TABLE XI

IS THE BUSINESS DEPARTMENT SATISFACTORILY PROVIDING ITS GRADUATES WITH A GENERAL BACKGROUND?

Answer	Number	Per Cent
Yes	43	57.33
No	10	13.33
No Answer	22	29.33

One of the major purposes of any business department is to develop in the student certain employable skills. Thirty-eight, or 50.66 per cent of the employers, felt that the business department was providing its graduates with an adequate skill training background. Fourteen, or 18.66 per cent, felt that they were not getting an adequate skill training background, and 23, or 30.66 per cent, did not answer this question.

TABLE XII

IS THE BUSINESS DEPARTMENT SATISFACTORILY PROVIDING ITS GRADUATES WITH AN ADEQUATE SKILL TRAINING BACKGROUND?

Answer	Number	Per Cent
Yes	38	50.66
No	14	18.66
No Answer	23	30.66

As plans are being made to revise and expand the business curriculum of Berlin High School, businessmen were asked to list the subjects, which in their opinion, should be given greater emphasis in high school. The subject which was considered to need emphasis by the largest number of businessmen was English. Many indicated that they meant letter writing when they put down English. The subjects are listed on Table XIII just as they appeared on the checklist.

Twenty-six, or 34.66 per cent, stated that spelling needed more emphasis. Mathematics needed more emphasis in the opinion of 25, or 33.33 per cent, of the 75 businessmen who completed the checklist. It is interesting to note that, in the opinion of 18, or 24 per cent of the employers, type-writing needed more emphasis. Other subjects listed as needing more emphasis in the Berlin-New Britain area can be seen on Table XIII.

TABLE XIII
 SUBJECTS IN THE OPINION OF 75 BUSINESSMEN
 NEED GREATER EMPHASIS IN HIGH SCHOOL

Subject	Frequency	Per Cent
Business English	30	40.00
Spelling	26	34.66
Mathematics	25	33.33
Typewriting	18	24.00
Grammar	12	16.66
Shorthand	12	16.66
Penmanship	11	14.66
Bookkeeping	9	12.00
Public Speaking	5	6.66
Proper Use of Telephone	4	5.33
Office Practice	4	5.33
Office Machines	4	5.33
Vocabulary	4	5.33
Filing	4	5.33
Personality	3	4.00
Grammar	2	2.66
Comptometer Operation	1	1.33
Guidance	1	1.33
Occupational Information	1	1.33
Medical Technology	1	1.33
Consumer Education	1	1.33
Dictaphone	1	1.33

The Business Department of Berlin High School is desirous of providing its graduates with the ability to get and hold a job. It is also interested in acquainting its students with the provisions provided by companies to obtain advancement. For this reason, employers were asked to check the provisions their companies used to enable employees to obtain advancement.

Fifty-five, or 73.33 per cent, of the 75 companies participating in the survey, indicated that promotions were based on the quality and quantity of work. This is a significant fact which should be emphasized in all work that students do in high school.

Fourteen, or 18.66 per cent, of the companies, advanced their employees on a periodical basis. This is true especially of the large companies which responded to the checklist.

Promotions based on competitive testing was another means used to enable employees to obtain advancement. Only two, or 2.66 per cent, used this method. Not listed in the checklist, but added by seven of those answering, was aptitude for the business. Seven, or 9.33 per cent, checked this item as one which they considered when advancing their employees to better jobs. Another item, not listed but used, was seniority. One business used this factor when considering advancement for its employees. It is interesting to note that it was a government office that did this.

TABLE XIV
 PROVISIONS PROVIDED BY COMPANIES FOR
 EMPLOYEES TO OBTAIN ADVANCEMENT

Method Used	Number	Per Cent
Promotions based on quality and quantity of work	55	73.33
Employees advanced on a periodical basis	14	18.66
Aptitude for business	7	9.33
Promotions based on a competitive testing program	2	2.66
Seniority	1	1.33

*Not listed on the checklist

There are many factors such as personality traits and skills which must be taught in school that are not considered as separate courses but which must be incorporated into business subjects. Employers were asked to check the items they considered should be given greater emphasis in school. They were asked to check twice the five most important factors which need more attention.

Table XV shows that following instructions was the item that headed the list of factors needing more attention in school. Thirty-three of the 75 employers believed that this factor should be given greater emphasis in school.

TABLE XV
 FACTORS WHICH IN THE OPINION OF EMPLOYERS
 SHOULD BE GIVEN GREATER EMPHASIS IN SCHOOL

Description of Factor	Number	Per Cent
Following instructions	33	44.00
Use of the telephone	32	42.66
Punctuation	29	38.66
Accuracy in record keeping	29	38.66
Pride in work	28	37.33
Personal appearance	27	36.00
Grammar	26	34.66
Using the dictionary	26	34.66
Spelling	25	33.33
Vocabulary	25	33.33
Cooperation with fellow worker	25	33.33
Filing	24	32.00
Business letter writing	24	32.00
Typewriting accuracy	24	32.00
Sense of responsibility	24	32.00
Greeting visitors	23	30.66
Tardiness	23	30.66
Industry	23	30.66
Organizing work	22	29.33
Poor arrangement of set up	21	28.00
Erasing	21	28.00
Loyalty	21	28.00

TABLE XV (CONT.)
 FACTORS WHICH IN THE OPINION OF EMPLOYERS
 SHOULD BE GIVEN GREATER EMPHASIS IN SCHOOL

Description of Factor	Number	Per Cent
Using calculating machines	20	26.66
Attendance	20	26.66
Arithmetic	17	22.66
Penmanship	16	21.33
Typing figures	15	20.00
Speed in taking dictation	15	20.00
Typewriting speed	13	17.33
Speed in transcribing notes	9	12.00
Making journal entries	8	10.66
Using duplicating machines	7	9.33
Changing ribbons	6	8.00
Typing envelopes	4	5.33
Using listing machines	4	5.33
Making carbon copies	4	5.33

Thirty-two, or 42.66 per cent, of the respondents felt that the use of the telephone should be given greater emphasis in school. Twenty-nine employers felt that punctuation and record keeping needed more emphasis in school. The other items checked as needing more emphasis in school can be seen on Table XV.

TABLE XVI
 THE MOST IMPORTANT FACTORS WHICH IN THE
 OPINION OF EMPLOYERS SHOULD BE GIVEN
 GREATER EMPHASIS IN SCHOOL

Description of Factor	Number	Per Cent
Sense of responsibility	40	53.33
Spelling	39	52.00
Grammar	32	46.66
Arithmetic	30	40.00
Typewriting accuracy	30	40.00
Cooperation with fellow worker	22	29.33
Penmanship	21	28.00
Punctuation	19	25.33
Attendance	18	24.00
Personal appearance	17	22.66
Pride in work	16	21.33
Following instructions	16	21.33
Accuracy in record keeping	14	18.66
Filing	14	18.66
Use of telephone	14	18.66
Loyalty	12	16.00
Business letter writing	12	16.00
Greeting visitors	8	10.66
Tardiness	8	10.66
Industry	8	10.66
Typing figures	7	9.33
Poor arrangement of set up	7	9.33

TABLE XVI (CONT.)

THE MOST IMPORTANT FACTORS WHICH IN THE
OPINION OF EMPLOYERS SHOULD BE GIVEN
GREATER EMPHASIS IN SCHOOL

Description of Factor	Number	Per Cent
Using the dictionary	7	9.33
Organizing work	6	8.00
Erasing	4	5.33
Speed in taking dictation	4	5.33
Making journal entries	4	5.33
Taking dictation at the typewriter	4	5.33
Speed in transcribing notes	3	4.00
Using calculating machines	3	4.00
Typewriting speed	1	1.33
Using listing machines	1	1.33
Changing ribbons	1	1.33

Table XVI shows the five most important factors which need greater emphasis in high school, in the opinion of 75 employers. All items on the list were checked twice by one or more employers with the exception of three which included typing envelopes, making carbon copies, and using duplicating machines.

Forty, or 53.33 per cent, of the 75 employers felt that a sense of responsibility was one of the five most important factors which needs more attention. Spelling was the next item checked in this category, receiving a total of 39 checks.

Grammar should be given more attention in the opinion of 32, or 46.66 per cent, of the employers. Arithmetic and typewriting were considered by 30 employers as important factors which should be given more emphasis in school.

It is interesting to note that typewriting speed was checked only by one respondent as being an important factor needing more emphasis in school, while typewriting accuracy was checked by 30 employers.

Table XVI shows the number and per cent of responses the other items received in this category.

Table XVII indicates that there are many speakers who are willing to come into the classroom and talk to the students on pertinent subjects. Thirty-nine, or 52 per cent, of the respondents said that they would be willing to speak to business students. Twenty-three, or 30.66 per cent, said that they would not provide speakers. Many of these negative answers were accompanied by a notation that right now they could not furnish speakers because of lack of help or the nature of their business. This question was not answered by 13 companies, which would indicate that they were not definitely against furnishing speakers.

TABLE XVII
FIRMS WILLING TO PROVIDE SPEAKERS

Answer	Number	Per Cent
Yes	39	52.00
No	23	30.66
No answer	13	17.33

In answer to the question, "Do you allow groups of students to visit your firm on a field trip?", there were 43 affirmative answers. Twenty-one stated that they did not allow students to visit their firms. Many of these negative respondents made the notation that their answers were based on the nature of their work. Eleven employers did not answer this question. A number of the respondents stated that their answers to this question would depend upon the time and the number of students interested in participating in the field trip.

The Business Department of Berlin High School is interested in participating in a work-experience program. In order to determine whether or not the businessmen were interested, this question was included in the employer checklist.

Thirty-one, or 41.33 per cent, stated that they would like to employ part-time workers in a work-experience program. The same number indicated that they would not employ students

on a part-time basis. Thirteen did not answer this question. The reason several of the respondents gave for not answering the question was that right now they were not interested in employing part-time help, but at some future date they might be.

TABLE XVIII

DO YOU ALLOW GROUPS OF STUDENTS TO
VISIT YOUR FIRM ON A FIELD TRIP?

Answer	Number	Per Cent
Yes	43	57.33
No	21	28.00
No answer	11	14.66

TABLE XIX

FIRMS WILLING TO EMPLOY STUDENTS ON A
PART-TIME BASIS IN A WORK-EXPERIENCE PROGRAM

Answer	Number	Per Cent
Yes	31	41.33
No	31	41.33
No answer	13	17.33

One of the first questions asked by potential office workers concerns salaries. As salaries vary according to the type of position, this question was broken down into four types of positions, including stenographic positions, bookkeeping positions, clerical positions, and sales clerks.

Fifty-nine firms stated one or more starting wages.

The stenographic wages ranged from \$30 to \$50 with an average of \$40 per week.

The bookkeeping salaries ranged from \$32 to \$75 with an average of \$38 per week.

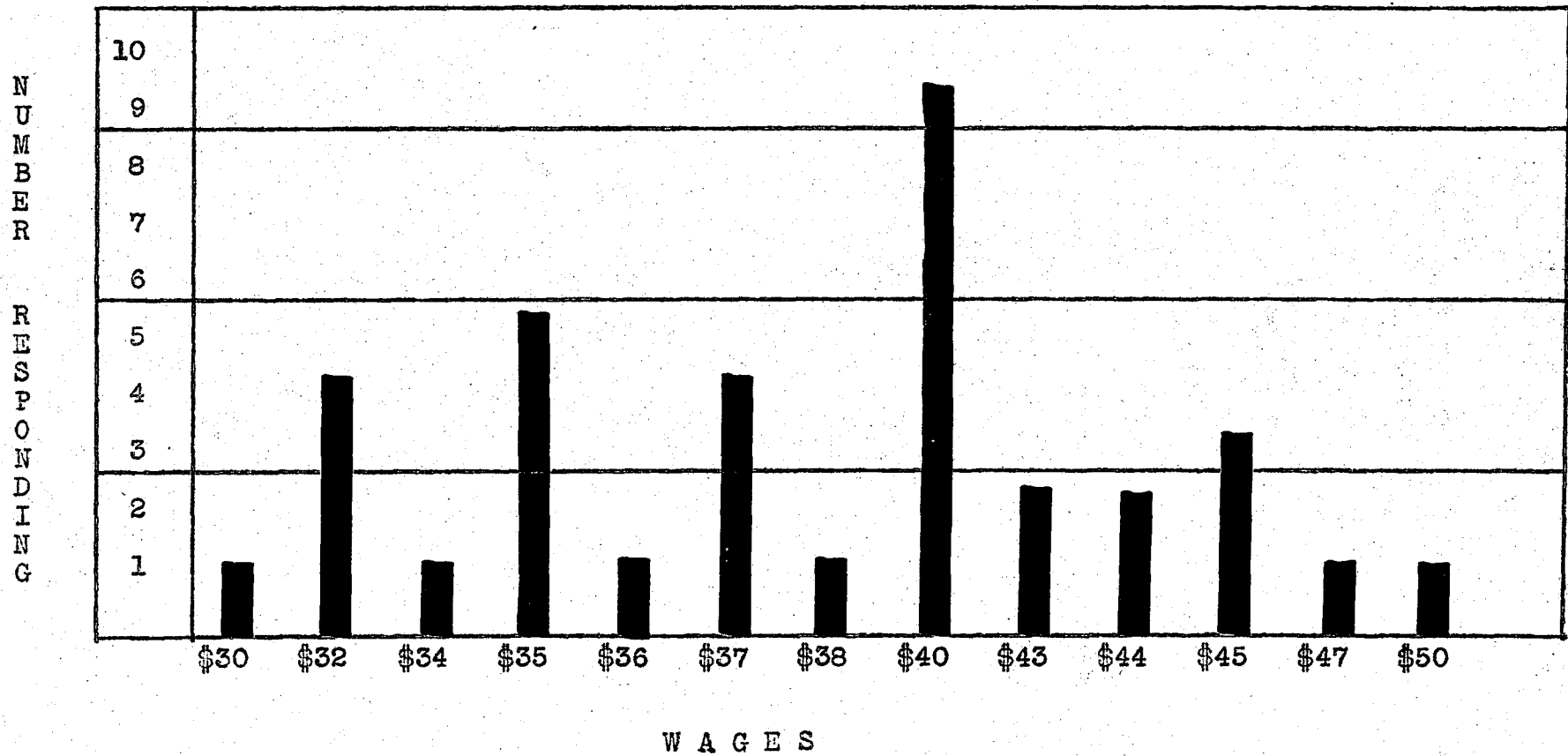
Clerical salaries ranged from \$28 to \$47 with an average of \$33 per week.

This information concerning wages may be seen in graph form on the following pages.

Only four firms stated wages for sales clerks. These ranged from \$32 to \$40 with an average of \$35 per week.

GRAPH I

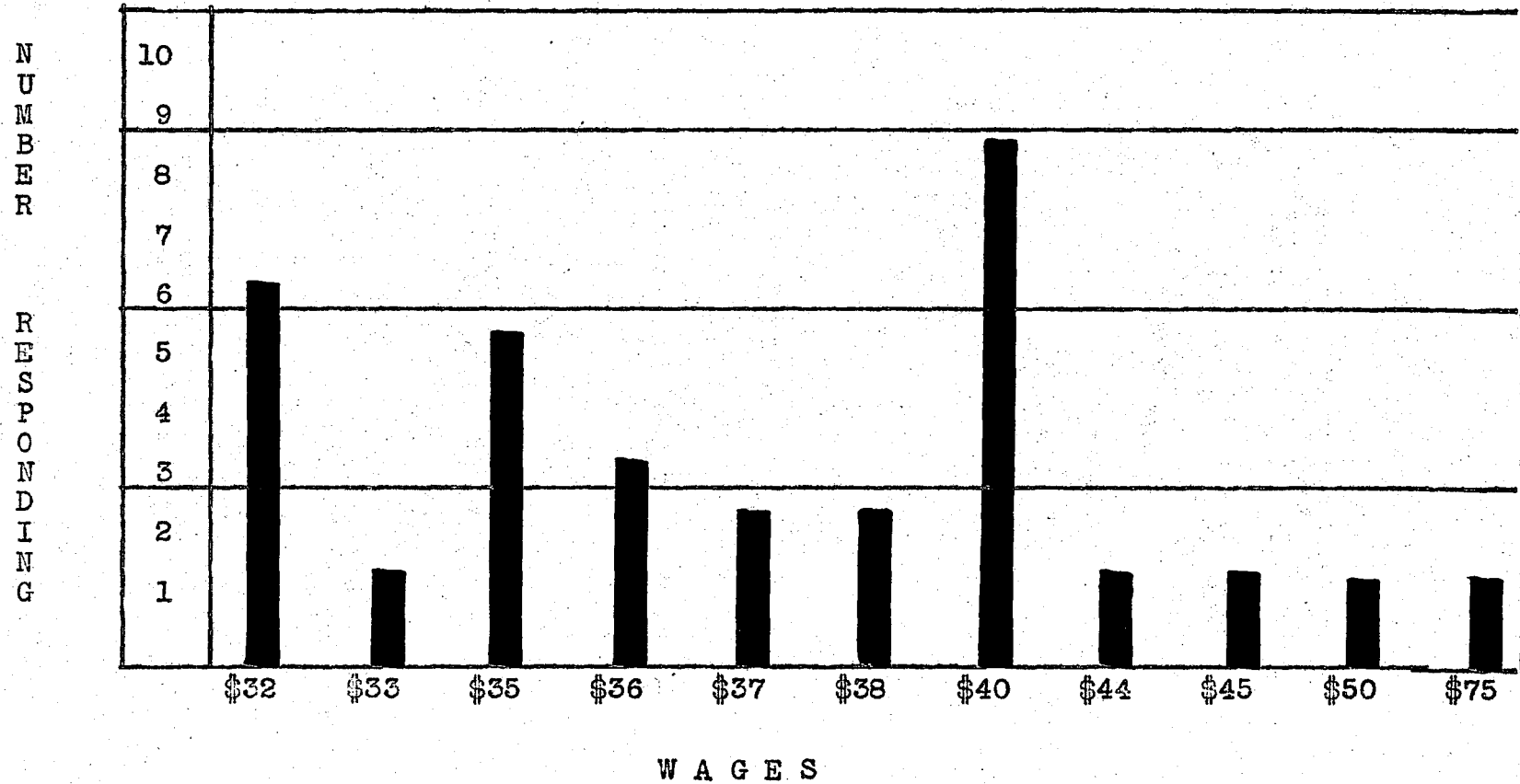
WAGES FOR BEGINNING STENOGRAPHIC POSITIONS AS REPORTED BY
75 BUSINESSMEN IN THE BERLIN-NEW BRITAIN AREA



AVERAGE WAGE: \$40 per week

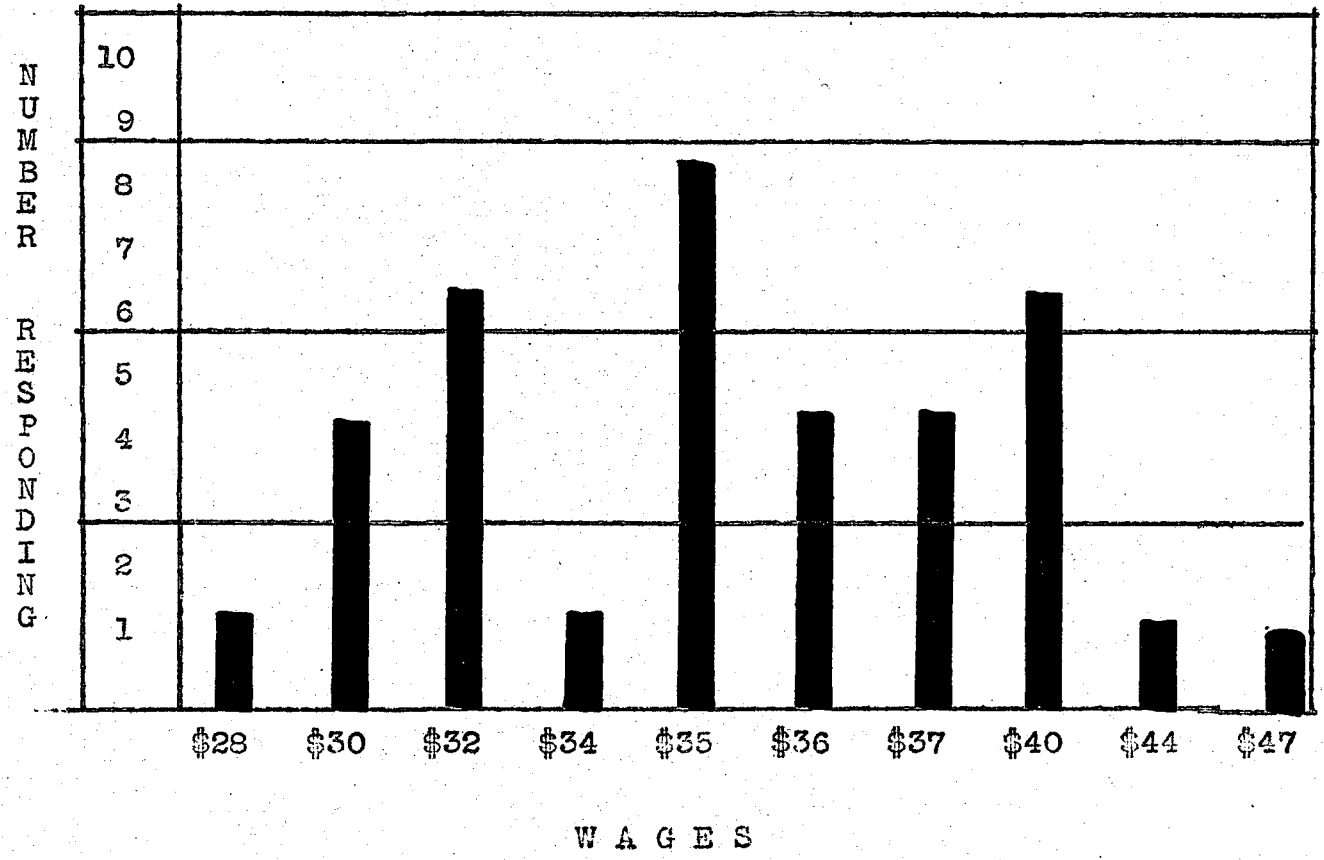
GRAPH II

WAGES FOR BEGINNING BOOKKEEPING POSITIONS AS REPORTED
BY 75 BUSINESSMEN IN THE BERLIN-NEW BRITAIN
AREA



AVERAGE WAGE: \$38 per week

GRAPH III
WAGES FOR BEGINNING CLERICAL POSITIONS
AS REPORTED BY 75 BUSINESSMEN IN
THE BERLIN-NEW BRITAIN AREA



AVERAGE WAGE: \$33 per week

TABLE XX
DISTRIBUTION OF EMPLOYEES IN
THE BERLIN-NEW BRITAIN AREA

Type of Job	Men	Women	Total
Sales clerk	86	2076	2162
General clerk	163	1081	2144
Typist	5	356	361
Secretary	1	318	319
Machine operator	14	294	308
File clerk	1	206	207
Bookkeeper	42	147	189
Stenographer	1	178	179
Teller	7	26	33
Receptionist	--	12	12
Switchboard	--	5	5

Table XX was included in this study to determine the various opportunities available to Berlin High School graduates. Sales clerk positions headed the list for women with 2076 being employed as sales clerks. This large number is understandable in spite of the fact that only 10 per cent of the companies contacted were retail stores as one of these 10 stores was a large department store.

The field that employs the most men is the general clerical area, with 163 male general clerks being employed by the 75 firms who completed the checklist.

It is interesting to note the comparatively large number of women machine operators. Two hundred and ninety-four women are employed in this area by the 75 firms which answered. The number of opportunities in office jobs for women is far greater than for men. This fact is understandable as businesses hesitate to employ boys getting out of high school because of the draft situation.

One company employed only men on the office staff which was composed of ten employees.

The most popular business machine used by the 75 businesses in the Berlin-New Britain area was the Royal typewriter. This typewriter was used by 60 firms, or 80 per cent, of the companies responding. The next most popular machine was the Underwood typewriter which was used by 38 of the 75 companies, or 51 per cent.

The Burroughs adding machine was more commonly used than any other calculating machine. It was used by 35, or 47 per cent, of the respondents.

The I.B.M. electric typewriter was by far the most popular electric typewriter. It is interesting to note that the I.B.M. electric typewriter was used by 31 firms, or 41 per cent; whereas the Royal electric typewriter was used only by three companies, the Remington electric typewriter was used by two companies, and the Underwood electric typewriter was used by one of the 75 firms.

As can be seen on Table XXI, the 75 firms participating in this survey used a total of 46 different business machines.

TABLE XXI

BUSINESS MACHINES USED BY THE 75 FIRMS
IN THE BERLIN - NEW BRITAIN AREA

Name of Machine	Number	Per Cent
Royal Typewriter	60	80
Underwood Typewriter	38	51
Burroughs Adding Machine	35	47
I.B.M. Electric Typewriter	31	41
Todd Check Protector	31	41
Addressograph	29	39
Sundstrand Adding Machine	26	35
Burroughs Calculator	26	35
Mimeograph	25	33
Monroe Calculator	24	32
Friden	22	29
Marchant	22	29
Direct Liquid Duplicator	20	27
Remington Typewriter	18	24
National Cash Register	16	21
Burroughs Commercial Posting Machine	16	21
Victor Adding Machine	15	20
Comptometer	14	19
Ediphone	14	19
Dictaphone	14	19
Smith Corona Typewriter	13	17
Multilith	12	16
I.B.M. Key Punch Machine	11	15

TABLE XXI (CONT.)

Name of Machine	Number	Per Cent
Remington Rand Adding Machine	11	15
Slide Rule	10	13
Audograph	8	11
Ditto Gelatin	6	8
Dalton Adding Machine	5	7
Elliott Fisher Bookkeeping Machine	4	5
Remington Bookkeeping Machine	4	5
Royal Electric Typewriter	3	4
Remington Bookkeeping and Billing Machine	3	4
Allen Wales Adding Machine	3	4
Soundscriber	3	4
Remington Electric Typewriter	2	3
Pitney Bowes--Metered Mail*	2	3
Underwood Electric Typewriter	1	1
Teletype*	1	1
Moon Hopkins Billing Machine*	1	1
Monroe Educator	1	1
Clary Educator	1	1
Ohrdner*	1	1
Portograph Remington Rand Photostat*	1	1
Burroughs Cash Register*	1	1
Paymaster Check Writer*	1	1
Hall Welter Check Protector*	1	1

*Not on the checklist

In order to attempt to determine what the businessman expects of the beginning office worker regarding skills of shorthand and typewriting, the employer was asked to state in words per minute the typewriting rates, dictation rates, and the transcription rates expected of the beginning office worker.

Forty-nine respondents did not have minimum requirements in these skills.

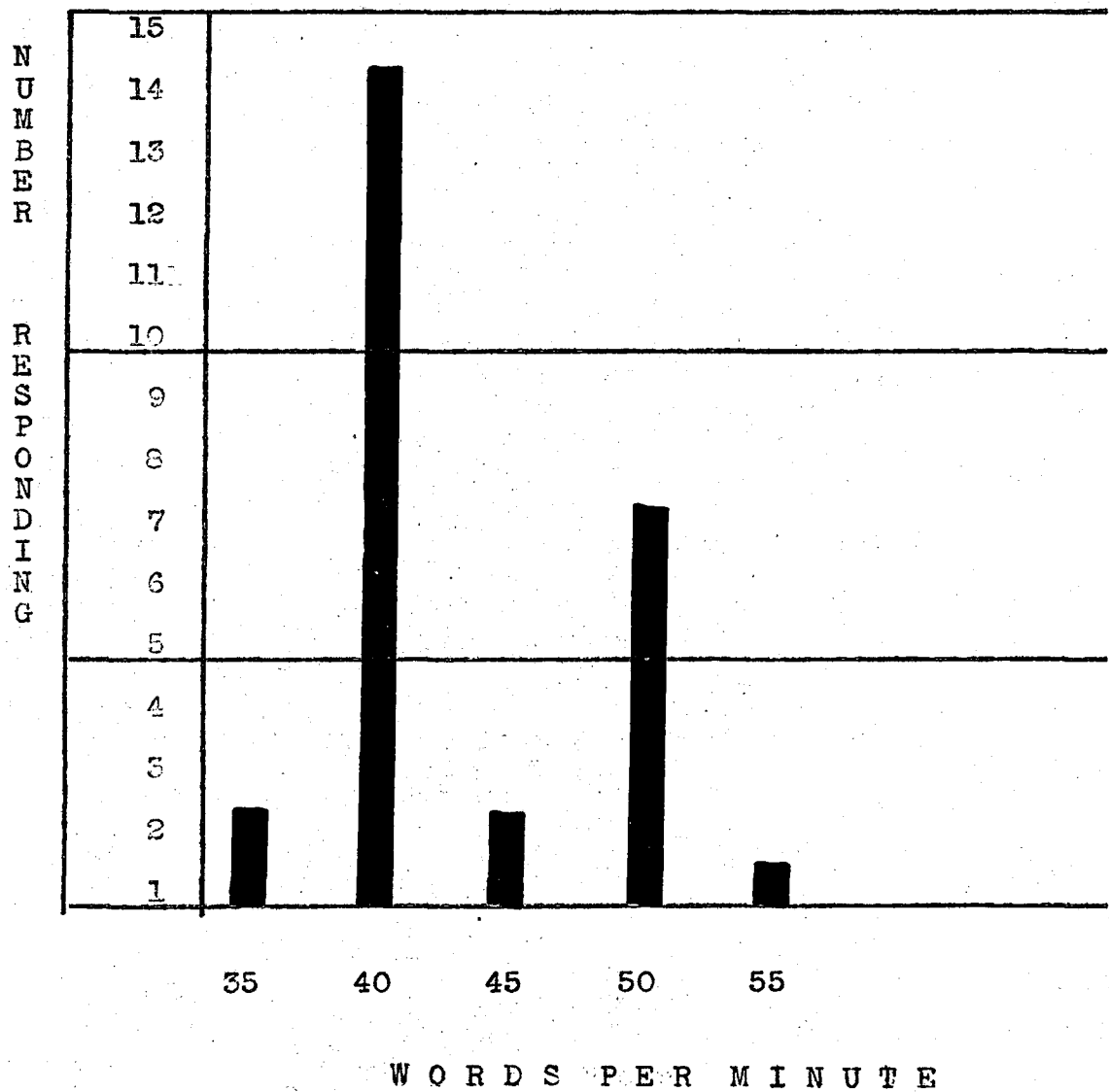
The average speed for typing new material of average difficulty was 44 words per minute according to the responses to this question.

Of the 20 respondents answering the question regarding dictation rates, the lowest rate of dictation expected was 60 words per minute, and the highest rate expected was 100 words per minute. The average rate of taking dictation was 81 words per minute.

The rate for transcribing notes ranged from 10 words per minute to 55 words per minute. The writer doubts that few, if any, actually transcribe letters with carbons at 50 words per minute. Since the data concerning transcription speeds is not in line with other research, no graph was included in this report.

GRAPH IV

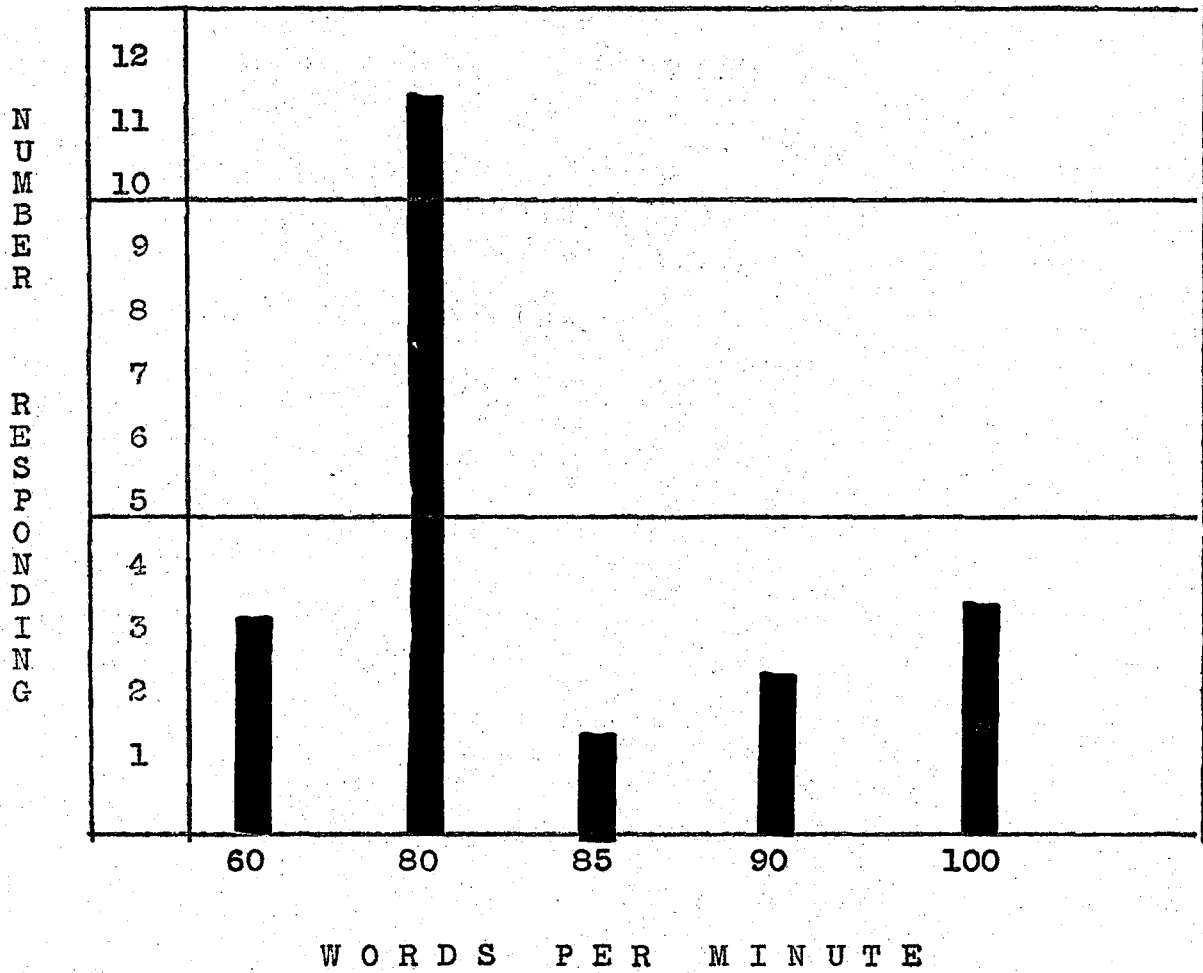
EMPLOYABLE SPEEDS FOR TYPING MATERIAL
OF AVERAGE DIFFICULTY AS REPORTED BY
BERLIN-NEW BRITAIN BUSINESSMEN



AVERAGE SPEED: 44 words per minute

GRAPH V

EMPLOYABLE SPEEDS FOR TAKING DICTATION
OF AVERAGE DIFFICULTY AS REPORTED BY
BERLIN-NEW BRITAIN BUSINESSMEN



AVERAGE SPEED: 81 words per minute

Space was provided on the employer checklist for the employer to make any additional comments or suggestions for improving the business education program of Berlin High School.

These comments appear on the following pages.

COMMENTS AND SUGGESTIONS
OFFERED BY EMPLOYERS

1. We find accuracy very essential in our work and good penmanship helps a lot.
2. . . . We believe that this survey is the first real constructive step we have seen, or heard of, taken by any school to help determine what courses would be most beneficial for the beginner.
3. You and Mr. MacKenzie are to be complimented upon your thoughts on this matter and it is our opinion that the local businessmen and manufacturers should be very willing to cooperate with you in the working out of your new program.
4. We think your efforts are very worth while. Feel free to call upon us here for any information or additional suggestions which you may feel that you need.
5. I think subjects of deportment, neatness, good manners, and a willingness to work rather than a general lack of knowledge is what you miss in today's youngsters.
6. I believe that the reason so many high school graduates do not come to their first job as satisfactory employees is the fault of the graduate and not the Business Education Department.
7. You will note that I tripled checked "Pride in Work." It seems to me that this is the crux of the whole matter.
8. Too many high school graduates bring to their first job the impression that by graduating from high school or business school, they are completely qualified for work in industry, and most of them make little or no effort to improve beyond the efficiency and productivity which they needed to qualify for a high school diploma.

This is probably not entirely the fault of the graduate but can be attributed in part to the present economic conditions where there are several clerical jobs awaiting every high school graduate. I think that this tends to inflate the graduate's opinion of her ability and makes her lazy and apathetic toward her job.

9. (Cont.)

If the high school instructors could impress upon their students the value of quality work and high productivity, it would be an easier job for the employers to properly train them.

I do not wish to give the impression that all of the girls graduating from Berlin High School are unsatisfactory; in fact, we have with us a girl who graduated from your school two years ago and who possesses all of the qualities to make her a desirable employee. She is diligent, conscientious, cooperative, and seems to delight in doing good work.

10. We would be very pleased to have applications from your pupils for positions in this bank.
11. . . . I have always been well satisfied with the girls graduating from Berlin High School.

CHAPTER VI
SUMMARY OF FINDINGS

Based on the analysis and tabulation of the data in Chapter V, the major findings of this survey are presented in the following pages.

The major findings and conclusions regarding the Berlin-New Britain employer opinions are as follows:

1. A majority of office employees obtain their positions by means of a personal application.
2. The school placement service was used by 62 per cent of the firms to obtain employees.
3. Appearance was considered as a very important factor when hiring office employees by a total of 74 employers.
4. Fifty-seven per cent of the employers felt that the business department was satisfactorily providing its graduates with a general background.
5. Fifty-one per cent of the employers felt that the business department was providing its graduates with adequate skill training.
6. Thirty-five of the 75 businessmen used a stenographic, typewriting, or clerical employment test when hiring new employees.
7. Of the high school subjects needing more emphasis, Business English was the most frequently mentioned by the employers.

The next most frequently mentioned subjects were mathematics, typewriting, grammar, and shorthand. Penmanship and bookkeeping concluded the list of significant responses.

8. Of the factors needing more emphasis, the ability to follow directions was the most frequently mentioned by the employers. The use of the telephone, punctuation, accuracy in record keeping, pride in work, and personal appearance followed next in order.

9. Seventy-three per cent of the respondents indicated that promotions were based on the quality and quantity of work.

10. Twenty-three companies indicated that the use of calculating machines needed more emphasis in school.

11. Typewriting speed was checked as needing more emphasis by one employer, whereas typewriting accuracy should be given more emphasis in the opinion of 30 employers.

12. Berlin High Business Department should not have too much difficulty in obtaining speakers as 39, or 52 per cent, of the employers indicated that they would be willing to speak to business students on pertinent subjects.

13. Forty-three employers in the Berlin-New Britain area allow students to visit their companies on field trips.

14. Thirty-one of the 75 businessmen who participated in this survey are interested in participating in a work-experience program.

15. Stenographic wages in the Berlin-New Britain area ranged from \$30 to \$50 with an average of \$40 per week.

16. Clerical salaries ranged from \$28 to \$47 with an average of \$33 per week.

17. Bookkeeping salaries ranged from \$32 to \$75 with an average of \$38 per week.

18. A majority of the respondents did not state any minimum requirements in the skills of shorthand and typewriting. Most of them stated that these standards vary with individual cases. The average typewriting speed required for those who did answer the question was 44 words per minute. The average dictation speed was 81 words per minute.

19. Sales positions and general clerical positions offered the greatest number of opportunities for men and women.

20. The most popular business machine was the Royal typewriter, which was used by 60 firms, or 80 per cent, of those responding.

21. The next most popular machine was the Underwood typewriter, which was used by 38 of the 75 companies, or 51 per cent.

22. The Burroughs adding machine was more commonly used than any other calculating machine. It was used by 35, or 47 per cent, of the respondents.

23. The I.B.M. electric typewriter was by far the most popular electric typewriter. It is interesting to note that the I.B.M. electric typewriter was used by 31 firms, or 41 per cent; whereas the Royal electric typewriter was used by only three companies, the Remington electric typewriter was used by two companies, and the Underwood electric typewriter was used by one of the 75 firms.

24. The 75 firms participating in this survey used a total of 46 different business machines.

CHAPTER VII

RECOMMENDATIONS FOR IMPROVING THE BUSINESS CURRICULUM

1. Business English should be added to the curriculum of the business department.
2. Business mathematics should be included as an additional offering for the business program of Berlin High School.
3. A unit on the job interview should be given to the senior business students as the majority of companies hire new employees by means of a personal interview.
4. Typewriting teachers should particularly strive for neatness and accuracy in their typewriting classes. Pride in one's work should be stressed at all times.
5. Accuracy in record keeping should be stressed in the bookkeeping class.
6. In the senior shorthand class more time should be spent on secretarial duties such as answering the telephone, greeting visitors, rather than on shorthand speed.
7. A study should be made to determine the advisability of a work-experience program or a cooperative training program at Berlin High School. A committee should be organized to study the advantages and disadvantages of such a program. This committee should consist of businessmen as well as business educators.

8. Advantage should be taken of the cooperative spirit of the local businessmen to come into schools to speak to groups and to allow groups to visit their firms.

9. A job-activity analysis of former students should be made periodically in connection with the follow-up study which is conducted by the Guidance Department of Berlin High School.

APPENDIX

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April 15, 1953

Dear Sir:

At the suggestion of Mr. MacKenzie, Superintendent of Schools, and Mr. Long, Principal of Berlin High School, we are conducting a survey to determine what the businessman expects of the beginning office worker.

This year we are moving into a new school and we would like to evaluate our Business Department in terms of what the businessman expects of the beginning office worker.

The main purpose of the Business Department is to train students for initial office jobs. In order to do this effectively, we must know what you as the employer expects.

With these thoughts in mind, we are sending you the enclosed checklist. Will you please fill it out and send it back to us in the enclosed self-addressed stamped envelope as soon as possible.

Any information you give us will be kept in strict confidence and the information received will be used in tabulated form only.

We would appreciate any comments or suggestions that will help us improve our business curriculum and thus enable us to produce better trained students for jobs in the business world.

Your prompt response to this checklist will be a worthwhile contribution to local business education. You will be rendering a valuable service not only to the Business Department of Berlin High School but also to the community and school system as a whole.

Thank you very much for your cooperation.

Sincerely yours,

Agnes T. Quill
Head of Business Department

Enclosures (2)

EMPLOYER CHECKLIST

- I. Firm Name _____
- II. Address _____
- III. Type of business engaged in _____
- IV. Name of person answering checklist _____
- V. Position of person answering checklist _____
- VI. Check the methods used in securing applicants

- | | |
|---|--|
| <input type="checkbox"/> a. Newspaper Advertising | <input type="checkbox"/> d. Personal application |
| <input type="checkbox"/> b. School | <input type="checkbox"/> e. Recommendation of employer |
| <input type="checkbox"/> c. Employment Agencies | <input type="checkbox"/> f. Others _____ |

- VII. Indicate by a check (✓) the importance of the following requirements for initial employment.
- | | VERY IMPORTANT | IMPORTANT | UNIMPORTANT |
|--|----------------|-----------|-------------|
| a. Age | _____ | _____ | _____ |
| b. Training | _____ | _____ | _____ |
| c. Grades obtained in school | _____ | _____ | _____ |
| d. Experience | _____ | _____ | _____ |
| e. Recommendations | _____ | _____ | _____ |
| f. Appearance | _____ | _____ | _____ |
| g. Results on employment tests | _____ | _____ | _____ |

- VIII. Do you use employment tests? YES _____ NO _____
If your answer is YES, please state the one used.
- a. Stenographic positions _____
 - b. Bookkeeping positions _____
 - c. Clerical positions _____

- IX. Have you ever employed Berlin High School graduates?
YES _____ NO _____

- X. Is the business education department in your high school satisfactorily providing its graduates with general background?
YES _____ NO _____

- XI. Is the business education department in your high school satisfactorily providing its graduates with an adequate skill training background?
YES _____ NO _____

- XII. List the subjects which in your opinion should be given greater emphasis in high school?
- | | |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

- XIII. Indicate by a check (✓) the provisions provided by your company for employees to obtain advancement.
- a. Employees are advanced on a periodical basis
 - b. Promotions are based on a competitive testing program
 - c. Promotions are based on quality and quantity of work
 - d. Others _____

- XIV. Please check (✓) the following factors which you believe should be given greater emphasis in school. Check twice (✓✓) the five most important factors which need more attention.
- | | |
|---|--|
| <input type="checkbox"/> 1. Grammar | <input type="checkbox"/> 10. Poor arrangement of set up |
| <input type="checkbox"/> 2. Punctuation | <input type="checkbox"/> 11. Making carbon copies |
| <input type="checkbox"/> 3. Spelling | <input type="checkbox"/> 12. Typing figures |
| <input type="checkbox"/> 4. Penmanship | <input type="checkbox"/> 13. Erasing |
| <input type="checkbox"/> 5. Vocabulary | <input type="checkbox"/> 14. Changing ribbons |
| <input type="checkbox"/> 6. Business letter writing | <input type="checkbox"/> 15. Typing envelopes |
| <input type="checkbox"/> 7. Arithmetic | <input type="checkbox"/> 16. Using the dictionary |
| <input type="checkbox"/> 8. Typewriting accuracy | <input type="checkbox"/> 17. Speed in taking dictation |
| <input type="checkbox"/> 9. Typewriting speed | <input type="checkbox"/> 18. Speed in transcribing notes |

XIV. Please check (✓) the following factors which you believe should be given greater emphasis in school. Check twice (✓✓) the five most important factors which need more attention. (Cont.)

- | | |
|---------------------------------------|--|
| ___19. Taking dictation at typewriter | ___28. Tardiness |
| ___20. Accuracy in record keeping | ___29. Personal appearance |
| ___21. Making journal entries | ___30. Sense of responsibility |
| ___22. Using calculating machines | ___31. Co-operation with fellow worker |
| ___23. Using listing machines | ___32. Industry |
| ___24. Using duplicating machines | ___33. Loyalty |
| ___25. Filing | ___34. Pride in work |
| ___26. Use of the telephone | ___35. Organizing work |
| ___27. Greeting visitors | ___36. Following instructions |
| ___28. Attendance | |

XV. Would you or members of your firm be willing to speak to groups of business students on pertinent subjects? YES ___ NO ___

XVI. Do you allow groups of students to visit your firm on a field trip? YES ___ NO ___

XVII. Would you be willing to employ students on a part-time basis in a work experience program? YES ___ NO ___

XVIII. What is the wage of the beginning office worker?

- a. Stenographic Positions _____
- b. Bookkeeping Positions _____
- c. Clerical Positions _____
- d. Sales Clerk _____

XIX. List the minimum requirements for employing beginning office workers.

- a. Typing new material of average difficulty ___ words per minute
- b. Taking dictation of average difficulty ___ words per minute
- c. Transcribing shorthand notes of average difficulty ___ words per minute
- d. Transcribing letters from records per hour _____
- e. Number of envelopes typed per hour _____
- f. Cards filed per hour _____
- g. Others _____

XX. List the approximate number of men and women employed at present in the following types of positions:

	MEN	WOMEN
a. Secretary	_____	_____
b. Stenographer	_____	_____
c. Bookkeeper	_____	_____
d. Typist	_____	_____
e. General Clerk	_____	_____
f. File Clerk	_____	_____
g. Machine Operator	_____	_____
h. Sales Clerk	_____	_____
i. Others _____	_____	_____

XXI. Check (✓) the business machines used in your firm.

TYPEWRITERS

- | | | |
|-----------------|--------------------|-----------------------|
| ___1. Royal | ___3. Remington | ___5. I.B.M. Electric |
| ___2. Underwood | ___4. Smith Corona | |

XXI. Check the business machines used in your firm. (Cont.)

_____6. Other Electric Typewriters_____

BOOKKEEPING MACHINES

- _____1. Burroughs Commercial Posting Machine
- _____2. Burroughs Bank Machine
- _____3. Elliott Fisher Bookkeeping Machine
- _____4. Remington Bookkeeping Machines
- _____5. Remington Bookkeeping and Billing Machine

ROTARY DRIVEN CALCULATORS

- _____1. Marchant
- _____2. Monroe
- _____3. Monroe Educator
- _____4. Friden

KEY DRIVEN CALCULATORS

- _____1. Burroughs
- _____2. Comptometer

LISTING MACHINES

- _____1. Clary Calculator
- _____2. Remington Rand Printing Calculator
- _____3. Allen Wales Adding Machine
- _____4. Burroughs Adding Machine
- _____5. Dalton Adding Machine
- _____6. Sundstrand Adding Machine
- _____7. Victor Adding Machine
- _____8. Remington Rand Adding Machine

DUPLICATING MACHINES

- _____1. Direct liquid duplicator
- _____2. Ditto gelatin
- _____3. Mimeograph
- _____4. Multilith

CASH REGISTERS

- _____1. National Cash Register
- _____2. Remington Cash Register

TRANSCRIBING MACHINES

- _____1. Audograph
- _____2. Ediphone
- _____3. Dictaphone

MISCELLANEOUS

- _____1. Todd Check Protector
- _____2. Addressograph
- _____3. Belknap Addressing Machine
- _____4. I.B.M. Key Punch
- _____5. Slide Rule
- _____6. Others

XXII. We would appreciate any additional comments you would like to make that would help us improve our training program.

BUSINESS FIRMS WHICH COMPLETED CHECKLISTS

Acorn Bearing Company
Aetna Life Insurance Company
American Paper Goods Company
Beaton & Caldwell Mfg. Company
Becker Motor Sales
Berlin Construction Company
Berkshire Venetian Blind Company
Brown Thompson Company
Burritt Mutual Savings Bank
Connecticut General Life Insurance Company
Connecticut Light and Power Company
Connecticut Mutual Life Insurance Company
Connecticut State Employment Service
Coco Cola Bottling Company
Crown Dairy Ice Cream Company, Inc.
Edro Corporation
Ellsworth Brothers
Fafnir Bearing Company
G. E. Prentice Manufacturing Company
G. Fox & Company
Grove Hill Clinic
Hartford Courant
John Hancock Insurance Company
Hartford Times
Hartford Transportation Company

The Hayes Construction Company
The Herald Publishing Company
High Production Machine Company, Inc.
Hotel Burritt
Harry Jackaway
Jessall Plastic Company
Kraft Food Company
Landers Frary & Clark
Lee Manufacturing Company
Liberty Mutual Insurance Company
Loring Studio
Mag & Sons, Inc.
Magson Uniform Company
Metropolitan Life Insurance Company
E. W. Mildrum Insurance Company
Mildrum Jewel Company
Henry Moran & Sons
National Automatic Company
National Biscuit Company
New Britain Buick, Inc.
New Britain Gas Light Company
New Britain General Hospital
New Britain Lumber Company
New Britain Memorial Hospital
New Britain National Bank
New Britain Trust Company

New Departure

New England Telephone and Telegraph Company

North & Judd Manufacturing Company

Dr. O'Brien

Phoenix Mutual Life Insurance Company

Pratt Whitney Aircraft

Prudential Insurance Company

Rackliffe Brothers

Raphael's Department Store

R & S Company

Rowland Products

Sears Roebuck and Company

Skinner Chuck Company

Stanley Chemical Company

Stanley Tools Company

The Stanley Works

Savings Bank of New Britain

Teachers College College of Connecticut (New Britain)

Tuttle & Bailey

W. T. Grant Company

Western Union Telegraph

WHAY

Wise Smith & Company

WTIC