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A community survey of business firms and teachers with implications for improving the elementary curriculum of the Manchester elementary school system, Manchester, New Hampshire

Lovering, Sherman A.

Boston University

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Thesis

A COMMUNITY SURVEY OF BUSINESS FIRMS AND
TEACHERS
WITH IMPLICATIONS FOR
IMPROVING
THE ELEMENTARY CURRICULUM
OF THE MANCHESTER ELEMENTARY SCHOOL
SYSTEM,
MANCHESTER, NEW HAMPSHIRE

Submitted by
Sherman A. Lovering
(B.E. Keene Teachers College, 1946)

In partial fulfillment of requirements for
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First Reader: B. Alice Crossley, Assistant Professor of Education

Second Reader: James F. Baker, Assistant Professor of Education
The author wishes to express sincere appreciation to Professor B. Alice Crossley of Boston University for her kind interest and helpful guidance in the preparation of this study.
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CHAPTER I
INTRODUCTION

Statement of the Problem

It is the purpose of this survey to discover the answers to three important local educational questions:

1. What are the characteristics and abilities Manchester employers consider most desirable for an employee?

2. What calibre of student is the employer now meeting in Manchester graduates who become job-applicants?

3. What factors may be brought to light which might influence the elementary school?

Justification of the Problem

As a result of the changing trends in education, with the pendulum swinging in extremes from time to time, many pupils are unable to bridge the gap that often occurs; therefore, many are graduating from secondary as well as elementary schools without being fully trained in subject matter and social attitudes.

A similar problem is caused by the difference in the educational methods used in public and parochial schools. Thus the employer often finds himself confronted by personnel problems of a diversified nature.

It is, then, the purpose of this study to determine just what these problems are.
Delimitation of the Problem

This study included a survey of the character traits, attitudes and skills of Manchester employees in a representative group of business firms in the city of Manchester, New Hampshire, and an analysis of the recommendations of a representative group of Manchester businessmen for improving instruction in the elementary schools of Manchester, New Hampshire.

The study also included the opinions and suggestions of all elementary school teachers in grades four through eight in Manchester, New Hampshire in regard to their part in the development of a well-rounded employee.

Except for the references to similar studies found in the research chapter, the study did not include comparisons with findings of other such surveys in other communities. It includes only what would be helpful in improving the elementary instruction in the Manchester Elementary Schools of Manchester, New Hampshire.
Scope

This study will concern itself with the following areas of student development:

a. character traits
b. attitudes
c. skills

Definition of Terms

Survey: As used in this thesis, this term refers to a fact-finding study of employer opinions and recommendations concerning the character traits, attitudes, and skills of their employees or of prospective employees.

Businessmen: As used in this thesis, the term is used synonymously with employers. Personnel and office managers constitute the largest number of employers in this survey.

Teachers: As used in this thesis, the term is used in reference to elementary teachers of grades four through eight in the Manchester School System, Manchester, New Hampshire.

Teacher-Factors: As used in this thesis, the term refers to the position or part the elementary school teacher does and should play in the development of the pupil.
CHAPTER II
REVIEW OF RELATED RESEARCH

Among the reviews of recent studies concerned with or related to curriculum analysis, curriculum revision, or both, the following data was found:

1 In 1951 Farren wrote a thesis on what prospective young workers should know about labor relations according to the views of selected management executives. The purpose of this study was to determine what such subject matter should be in the secondary curriculum. In his research work, Farren discovered practically no material specifically prepared for the secondary school level.

The businessmen contacted through an opinionnaire and Transmittal Letter unanimously agreed that such a course was needed in the secondary schools of New England for all students.

Topics to be included in such a course are: government agencies, unionism, legislation of workers' problems, old-age dependency, industrial autocracy, welfare measures, scientific management and unemployment, worker-training programs, work periods, the principles, practices, and experience of government intervention in settlement of union-employer disputes.

1 Joseph Henry Farren, Jr., A.B. Boston College, 1940, What Prospective Young Workers Should Know About Labor Relations According to the Views of Selected Management Executives, (unpub. Master's thesis, Boston University, 1940)
He recommends that a similar research in other sections of the U.S. be made, and that a survey of the opinions of the consuming public be included. When a major depression again develops, Farren advises that another study be made. Also, a study on the effectiveness of present teaching methods. He recommends, too, that work-experience be developed as an integrated part of the education of youth.

A lengthy and detailed study was made in 1951 by McNulty, who studies the current practices, trends, and problems found in the cooperative-training programs in retail selling in the public high schools of the states of Alabama, Georgia, Louisiana, Mississippi, South Carolina, and Virginia. The results of this study were presented in Table Form with accompanying explanations.

In conclusion, the many tables indicated the following items: More girls than boys attended the classes; the average number of hours that students spent in the classroom was 20; the average number of hours spent at work was 25; ninety-two of the 123 schools included in the study did not have a preparatory curriculum; over half of the coordinators

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stated that they did not have an actual demonstration laboratory in their program; over half the coordinators felt that inability to write legibly was an outstanding deficiency found in their students, while 43 coordinators stated that their students could improve their personal traits or work habits.

Among the many deficiencies which were included as hindering the success of the programs were the following: the limited selection of the proper type of student, and limited facilities for carrying out the program in detail.

The various phases of the cooperative-training programs which the teacher-coordinators indicated needed improvement, listed according to total responses were the pupil selection for the program, the materials used in the program, cooperation and reciprocal work for merchants, improved supervision and control, planning for future needs, improved preparatory curriculums for the cooperative program, and the subjects included in the programs.

Similar studies were suggested in other areas of the United States as well as another study of these six southern states in a few years' time, in order to check on the accuracy of this survey.

An interesting survey by Reid was conducted in 1950,

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the purpose of which was to investigate the most desirable guidance services for the Federally-aided, Cooperative Distributive Education Programs of New England as determined by the teacher coordinators. (R.I. has no D.E. Program on a Coop. Basis).

A questionnaire was devised on eight sub-problems and sent to teacher coordinators. There was a noticeable demand by store managers for more boys. However, small classes were found and advocated in order to insure against coordination difficulties.

24 of the 26 schools studied had organized guidance programs, with full-time counselors predominating over part-time counselors. The counseling service considered of the greatest value was that of counselors using personnel records. Most schools had at least one conference scheduled for once a year. As far as placement goes, pupils are referred to jobs, while follow-up services are provided. In 16 schools, continuous contact is maintained.

It was recommended that similar surveys be made in other areas of the U.S., and that an effective prognostic test be devised which would determine the eligibility of candidates for the D.E. program. An investigation should also be made to determine the outstanding problems of D.E. in the New England area and recommendations should be gathered by teacher-coordinators. A survey might also well be
made to investigate the effect of economic conditions of the country upon the D.E. program as a whole.

This survey was conducted through the use of a questionnaire.

The purpose of a similar study by Sullivan was to evaluate the cooperative and non-cooperative retail training given in the senior year to the 1943-1944 graduates of Lowell High School, Lowell, Massachusetts, and to make suggestions for the improvement in this phase of the business curriculum.

Substantial student interest in this field made more impelling the need for evaluation of this training.

A secondary school faculty and Seminar-approved check list, plus a letter of transmittal was mailed to 219 graduates, 85 of whom answered. The study indicated that in the cooperative program, salesmanship, personal development, store arithmetic, and store English were the four most valuable subjects of the program, and that teacher demonstrations, lectures and discussions of student work problems were the three most effective methods of instruction. However, in the non-cooperative program, selling and principals of display were reported the most valuable.

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The subjects most frequently mentioned by both the cooperative and the non-cooperative retail graduates as those not studied but for which a need had since been felt were typing, shorthand and accounting.

It was recommended that the student's selection of the study of retail selling be made more scientific, and that a community survey be made to determine job opportunities and possible cooperativeness of local merchants. It was also suggested that a separate program for boys be established, and that homogeneous grouping of non-cooperative course students be charted. Additional equipment was recommended, also, particularly of the audio-visual type.

Another survey of this same type was made by Walsh in 1951; she conducted a community study of business firms with implications for improving the business education program of Natick High School, Natick, Massachusetts.

This study included a survey of the job-activities of employees in a representative group of business firms in the town of Natick, Massachusetts and an analysis of the recommendations of a representative group of businessmen for improving instruction in the Business Education Department of Natick High School.

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The survey was conducted through the use of a Letter of Transmittal and Follow-up Postal Cards; also Employer and Employee Check Lists were used.

According to employers, English, mathematics, bookkeeping, and spelling are subjects needing greater teaching emphasis in Natick High School. Also, a sense of responsibility needs to be developed as well as better accuracy and courtesy.

In general, however, employers are satisfied that the Business Education Department of Natick High School is providing its graduates with both general background and skill training.

It was recommended by Walsh that a general clerical division be included in the program, while a distributive education or salesmanship course be added. College course students should be given an opportunity to take type and shorthand, and more boys should be attracted to the business field. Other skills which need further attention are as follows: typewriting, (more transcription at the typewriter), filing, telephone behavior, more accurate office conditions in the classroom.

effectiveness of the business education curriculum of Rider College for the years 1942 through 1949, with implications for curriculum revision. Among the problems we find the following: use of more audio-visual aids, adjust instruction to individual differences, use remedial teaching procedures, strengthen vocational guidance courses, business mathematics, and office machinery. An increase in the amount of time put in on student teaching was suggested, plus specific preparation for directing extracurricular activities. It was also suggested that a revision be made in the professional courses, consisting of History of Education, Introduction to Teaching, and Principals of Secondary Education. 52.1 per cent even suggested discontinuing these courses.

With these results in mind, Chiavoli recommended that audio-visual aids, vocational guidance, mathematics, office practice, be strengthened. He recommended, also, that the professional courses be revised and if possible, combined. An increase in the required hours of student teaching and supervision was suggested. Specific preparation for the direction of extracurricular activities was advocated.

Chiavoli closed his recommendations with this thought:

"Systematic follow-up studies should be initiated to enable the college faculty to determine the competitive demands of the business education field."
In 1951 Bass and Reilly also conducted a follow-up study, the purpose of which was to check on the 1949 and 1950 graduates of the Chandler School for Women, Boston, Massachusetts, and their employers to determine the effectiveness of the present program, with implications for curriculum revision.

Because the continuation of this school depends upon the success of its students, the problem was to find out what the standards of business are. This was the aim of the survey.

A table in this study indicated which activities were performed most frequently by office workers and which should be given greater emphasis in school. The recommendations were as follows:

More technical and office-type dictation should be given, stressing both accuracy and speed. Give more time to dictation at the typewriter, practice in typing in printed forms and rough drafts. Tabulation and Statistical typewriting need attention, with more use of carbons, long-carriage typewriter use, and more careful teaching of proofreading.

There should be a concentration on office machinery courses for those who are limited in secretarial ability.

The following skills should be given more attention: receiving people, using the adding machine, switchboard, transcribing machine letters, use of addressographs, checkwriters, bookkeeping problems, mathematics practice, English grammar, spelling and vocabulary, filing, telephoning, care of typewriter, office housekeeping, neatness, punctuality, and ability to assume responsibility. More facilities for individual counseling was also recommended as well as the assigning of more homework.

This survey was conducted through the use of a letter of transmittal, a general information sheet, a check list, and a follow-up postal card.

An interesting view was given of the teacher-training side of education in a study by McQuillan. The purpose of this study was to compare the typed classes of duties, responsibilities, and extracurricular activities participated in by Massachusetts business teachers with (a) the education preparation provided teachers in selected colleges of New England and (b) the qualifications desired by school superintendents.

Postal cards requesting a college catalog were sent to approved schools that offered teacher-preparation in each

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Elizabeth McQuillan, B.S., A Study of the Duties and Educational Preparation of Business Education Teachers in Massachusetts Compared with the Qualifications Desired by Superintendents, (unpublished Master's thesis, Boston University, 1940).
New England state. An inventory of subjects offered in the business curriculums was then made. Survey reports on the qualifications desired were then sent to Massachusetts superintendents.

When the results came in, they were tabulated, analyzed and compared. The most frequently desired subjects were: typewriting, bookkeeping, stenography, office machines, general business training, geography, economics, business law, consumer education, retail selling, and clerical training.

It was discovered that superintendents preferred teachers between the ages of 20-30 with a Bachelor's Degree. Coaching and Chaperoning were universally required.

It was recommended that courses in professional ethics be established, more uniformity in "Observation and Practice Teaching Courses" be founded, more guidance and audio-visual aids courses given, and that the superintendents make known the teacher qualifications to colleges.

It was the purpose of a study by Hughes ⁹ to determine if high schools in the state of Maine reported pupil progress or if they merely marked cards at stated intervals during the year according to State Law. This survey also aimed to investigate the methods of reporting pupil progress in the state of Maine.

⁹ William H. Hughes, Reporting Pupil Progress In High Schools In the State of Maine, (unpub. Master's Thesis, B.U., '50)
A questionnaire and accompanying letter were mailed to the 105 high schools in Maine. 92 questionnaires were returned. Because the pupil population in this state differs so sharply, three different study groups were set up.

The results of the questionnaire showed that the report cards now in use in the state of Maine do not inform parents of pupil progress in school, nor do they, in their present form, assist pupils to evaluate their own progress or assume the responsibility for improvement. The report card does not enable the parents to cooperate with the school to further pupil progress, even though the schools do make an effort to increase understanding. There is also a lack of uniformity of purpose in reporting...definite and clearly-defined objectives of education are lacking.

The study recommends that reports should include emotional, social, and physical development and should be an accurate individual report of the child as he is, not comparatively speaking. The report should be simple and comprehensible to all concerned. It should allow the home and school to cooperate in guiding the growth of the individual and note the areas and extent of need where there is room for reasonable improvement.

The main limitation of this study lies in the fact that too few schools submitted copies of their report card.
A study was made by Acquarone in order to determine what factors are involved in a good working relationship between schools and social agencies and to what extent these factors are present in a given community. Justification... they must work together in order to be efficient. This study was somewhat limited in that only the public schools of the community were studied.

This survey material was presented in the following manner: After studying the literature of both professions, a brief socio-economic description was made of the study area. A list of sound referral principles was made and also an analysis of present referral practices was given. An evaluation of these practices in the light of the principles listed followed.

The study concluded that the schools are a natural medium for referral, and that referral procedures should be in keeping with accepted case work concepts. It is also most necessary to keep clear the lines of responsibility.

A few pertinent suggestions for creating a clearer and closer working relationship were made: (a) integration of undergraduate and graduate training of personnel (b) joint workshops (c) agency-by-agency and service-by-service cooperation in planning and (d) conduct further research.

Isabel Acquarone, Principles and Practices of Referral Between Schools and Social Agencies, with Illustrations from a Selected Locality, (unpublished Master's thesis, Boston University, Boston, Massachusetts).
Another survey which involved a specific problem was conducted by Hageman. It was the purpose of this study to prepare a program to arouse the people of Nodaway County, Missouri, to realize the need to adopt the school reorganization plan set forth by the state. Consolidation was the major issue with much local opposition.

Four publicity techniques were set forth in this study as being effective: Printed Materials, Group Meetings, (lectures, panels, informal talks), Visual Aids, and Public Opinion Polls.

The study concluded that you can change public opinion through proper material and careful planning and timing. It was also stated that a successful publicity campaign requires the closely-knit and well-planned cooperation of many individuals and social agencies in the community.

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CHAPTER III
PLAN OF PROCEDURE

Introduction:

It was the purpose of this study to devise an instrument which would record the reaction of employers to the Manchester school graduates.

In order to produce a valid survey, it appeared that putting it in writing was the most direct, personal and accurate method of obtaining opinions from local businessmen and elementary teachers.

A limited trial study was conducted. It was decided to use the questionnaire procedure on a selected group of 16 business concerns and 6 teachers. In some cases, follow-up post cards were employed, a sample of which may be found at the end of this chapter. It was hoped that the results would prove fertile enough to warrant further study.

The data of this thesis will be concerned with the results of two sets of questionnaires...those sent to businessmen, and those sent to elementary teachers.

Description of the Trial Run:

The results of the original survey make up a part of the complete and far more comprehensive study. The procedure used in the initial study was as follows:

A letter of explanation and a questionnaire or outline was sent to the selected businessmen and teachers. At the end of this chapter is a sample of the letter of explanation,
and a sample of the questionnaire employed in this study.

The outlines that were returned were again sorted into specified vocational areas. The characteristics and abilities given were tabulated according to job types and the comments on former students now employed were grouped accordingly.

These facts were recorded in this way in order to determine a possible existing pattern of characteristics which might be prevalent in the various business areas.

A list was next compiled, giving the Top-Rating Characteristics and Abilities Desired In Students By Manchester Businessmen. This was done in order to discern what characteristics should be stressed in the classroom. A similar presentation was made of the Quoted Comments of Manchester Businessmen. This was given in order to accurately present and retain an inside picture of what the employer wants and thinks.

Next, the most common criticisms, favorable and unfavorable, made by Manchester Businessmen were given. This was included in order to point out the outstanding commendations and grievances of the business world.

The above-stated returns seemed to give a fairly well-rounded picture of what characteristics were desired and what characteristics are now present or lacking in our school graduates.
After the business side of the matter of education had been analysed, attention was focused on the teachers to uncover teacher reaction to the comments and suggestions of employers.

Each of the six teachers was given a check list of the *Most Common Criticisms Made By Manchester Businessmen*. The check list can also be found at the end of this chapter. The teachers in turn gave their opinions of these suggestions and some were added to the original list.

As has been stated, because this original study was comparatively limited in the number of businessmen and teachers contacted, a further investigation of the problem was warranted; it is this further investigation that makes up the main part of this thesis.

The major purpose of the original study was to determine what the character traits and skills are in Manchester school graduates and what the teachers are doing or might do about the status quo. These first findings were classified according to vocational areas. Since the resulting comments indicated that common strengths and weaknesses existed amongst the personnel of all vocational areas, the study was continued on a more general basis, the major purpose remaining the same.

The initial study had resulted in one major product... a representative list of the character traits, attitudes and
skills desired in graduates by most employers. The final study contributed more suggestions and permitted a careful analysis on the part of the teachers. It was a more valid product in that it covered the major firms in the city of Manchester and all of the elementary school teachers.

The data were tabulated in the following manner:

1. Compiled material in areas as to job categories.
2. Compiled list of Top-Rating Characteristics and Abilities Desired In Students By Manchester Businessmen.
3. Compiled list of Quoted Comments of Manchester Businessmen.
4. Grouped the Most Common Criticisms, favorable and unfavorable, made by Manchester Businessmen.
5. Gave the teachers a check list of the Most Common Criticisms Made By Manchester Businessmen.
6. Quoted the reactions of the teachers contacted.
7. Tabulated the teacher comments according to the number of times such comments were made.

In this initial study or trial run, a letter of explanation and a questionnaire was sent to 16 selected businessmen and 6 teachers. The characteristics and abilities stated on the returned outlines were tabulated according to job types; other comments were grouped in this way also.

A list was then compiled, giving the Top-Rating Characteristics and Abilities Desired In Students By Manchester Businessmen. A similar presentation was made of the Quoted Comments of Manchester Businessmen.
At this point, attention was focused on the teachers to uncover teacher reaction to the comments and suggestions of employers. Each teacher was given a check list of the Most Common Criticisms Made By Manchester Businessmen. The teachers gave their opinions of these suggestions and some added to the original list. The teachers' opinions were, in turn, recorded.

These results strongly indicated that further study was warranted. Therefore, a further investigation was made and comprises the major part of this thesis.

Description of the Major Study:

The major study was conducted in a similar manner to that of the initial survey. It was decided to again employ the questionnaire procedure. In some cases follow-up post cards were used; samples of these may be found at the end of this chapter.

In this second study, a group of 85 businessmen and 80 elementary teachers were contacted. This included all of the major Manchester business concerns and all of the Manchester elementary school teachers of grades four through eight.

The questionnaire that was sent to businessmen asked them to check the following: traits graduates should have, best traits graduates do have, weak points, and weakest points. The other questionnaire was sent to all elementary teachers of grades four through eight. This questionnaire asked the teachers to check the traits they considered most
applicable to school-room activity, and the traits most important in life. They were also requested to select several of the characteristics they had checked and briefly write an explanation of any helpful teaching methods which might be used in the development of these same traits. At the end of this chapter are samples of these outlines and their accompanying letters of explanation.

Eighty-five businessmen were contacted in this second survey. These businessmen and their firms are representative of the most prevalent types of vocational areas of the city of Manchester, New Hampshire. The following is a list of these types of concerns:

Secretarial and Clerical
Retail and Wholesale Clerks
Social Workers
Nurses
Salesmen
Waitresses
Miscellaneous Occupations:
   Factory Workers
   Freight Transportation
   Bus Transportation
   Radio Personnel
Miscellaneous City Offices
The above list was later re-grouped for the sake of ease and efficiency of tabulation.

The 85 concerns contacted in this study were selected through a careful analysis of the classified section of the telephone directory of Manchester, New Hampshire. For the most part, the concerns employing the largest number of people were chosen. This was done in order to obtain information on as many graduates as possible.

There are 80 elementary teachers in the Manchester Elementary School System in grades four through eight, and each of these 80 teachers was contacted through the letter of explanation and questionnaire given at the end of this chapter.

The questionnaires that were returned by businessmen were analyzed and the opinions indicated were tabulated according to the various divisions on the questionnaire. These divisions were as follows:

- Traits graduates should have
- Best traits graduates do have
- Weak points
- Weakest points

As in the initial survey, these facts were recorded in tabulated form in order to determine a possible existing pattern of characteristics which might be prevalent in the various business areas.

Again attention was focused at this point on the teach-
ers to determine what traits they considered Most Applicable to School-Room Activity and what traits they considered Most Important in Life. Separate tabulations were made for these traits. The teacher-written explanations of helpful teaching methods for the development of specific traits were analyzed. These methods were then recorded and grouped according to the traits with which they were concerned.

The data were tabulated in the following manner:

1. Compiled and tabulated the returns of the businessmen according to the various divisions on the questionnaire.

2. Compiled and tabulated the returns of the teachers according to the various divisions on the questionnaire.

3. Grouped the teachers' written explanations of helpful teaching methods according to the traits with which they were concerned.

Analysis of the Data:

Vocational Leaders' Opinions:

It is assumed that a careful analysis of the information and opinions indicated on these questionnaires will result in finding specific strengths and weaknesses of the Manchester School Graduates. This analysis should present suggestive teaching areas:

This study will formulate some suggestive areas for teacher use in the further development of specific traits which have been indicated by employers as weak or non-existent.
Summary of the Procedure:

It was the purpose of this study to devise an instrument which would record the reaction of employers to the Manchester School graduates.

Two studies were conducted in which the questionnaire procedure was used, together with letters of explanation and related outlines. In some cases, follow-up post cards were employed.

A sample copy of each letter of explanation, questionnaire, outline, and follow-up post card used is included at the end of the chapter on Procedure.

It is assumed that this complete study will result in finding specific strengths and weaknesses of the Manchester School graduates, and also formulate some suggestive areas for teacher use in the further development of specific traits which have been indicated by employers as weak or non-existent. These suggestive areas are to be geared to the elementary school level.
Below is a copy of the letter of explanation sent to the first set of businessmen. It was included to introduce the study and explain its purpose:

AMOSKEAG SCHOOL
Front Street
Manchester, New Hampshire

Dear Sir:

At the present time, I am conducting an educational survey, the objective of which can best be stated in three parts:

I. To discover what characteristics and abilities are most desired in students by Manchester employers.

II. To discover what calibre of student the employer is now meeting in our graduates who become job-applicants.

III. To determine the teacher-factors involved in dealing with these questions.

Your opinion on these items would be very valuable to the survey and much appreciated. Because of our rapidly-changing business world, it is necessary to check, from time-to-time, the competence of school graduates in filling the employer's needs.

The enclosed form is for your convenience in commenting on the character traits, attitudes, and skills that you desire in an employee and also on the character traits, attitudes and skills that graduates under your employ now possess.

Enclosed, also, is a stamped, self-addressed envelope for your convenience in returning the form. I hope that time
will allow you to take part in this survey.

Yours very truly,

Mr. Sherman Lovering,
Assistant Principal

Enclosures/2

Below is a sample copy of the follow-up post card used in this study:

FOLLOW-UP POST CARD

March 20, 1952

Dear Sir:

On February 18, 1952, I mailed a check list to be filled in by you. This check list concerned an educational survey which I am conducting. May I urge you to complete this check list and return it to me at your earliest convenience so that I may have your suggestions for improving the elementary school curriculum of the Manchester schools.

Yours very truly,

Sherman Lovering,
Assistant Principal.
The following is a copy of the outline form that accompanied each letter of explanation. The outline was purposely brief and general in order to give the recipient an opportunity to freely state his unbiased opinions concerning the characteristics of graduates under his employ:

PLEASE FILL IN THE FOLLOWING OUTLINE

ATTRIBUTES DESIRED IN AN EMPLOYEE

Character Traits:  

Attitudes:

Skills:

TYPE OF STUDENT NOW COMING TO ME

Character Traits:

Attitudes:

Skills:
Each of the six teachers participating in the initial study received this list. It is a copy of the list of character traits, attitudes and skills compiled from those desired in graduates by most employers.

<table>
<thead>
<tr>
<th>Key for Check List</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ = Should be taught or developed in the classroom</td>
</tr>
<tr>
<td>- = Should be evident</td>
</tr>
</tbody>
</table>

### Character Traits:
- Integrity
- Conscientiousness
- Dependability
- Ethical Attitude
- Loyalty
- Fairness
- Kindness
- Courtesy
- Congeniality
- Self-confidence
- Self-control
- Self-management
- Imagination

### Attitudes:
- Cooperative
- Interested
- Enthusiastic
- Willingness to accept responsibility
- Willingness to do more work than called upon to do

### Skills
- A sure command of basic mathematics and English
- Flexibility
- Ability to learn
- Ability to concentrate
- Ability to work hard and consistently
- Ability to assimilate instructions
- Accuracy
- Thoroughness
- Neatness
- Rapidity
- Systematicness
- Promptness
Dear Sir:

Several months ago I began a survey, the objective of which can best be stated in three parts:

I. To discover what characteristics and abilities are most desired in students by Manchester employers

II. To discover what calibre of student the employer is now meeting in our graduates who become job-applicants.

III. To bring to light factors which might influence the elementary schools.

Your opinion on these items would be very valuable to the survey and much appreciated. The trial run of the project was very limited in scope, including a comparatively small number of representative businesses in Manchester. However, the tabulated list of comments received from these participants presented such an interesting picture that further investigation was warranted. By obtaining the considerations and opinions of all outstanding business firms in Manchester, a more reliable survey can be achieved.

The enclosed check list has been arranged so that items can be answered quickly. Enclosed, also, is a stamped, self-addressed envelope for your convenience in returning the check list.

Yours very truly,

Mr. Sherman Lovering, Assistant Principal

Enc./2
All elementary teachers from grades 4 through 8 in the Manchester Public School System were given the following letter of explanation and accompanying questionnaires:

AMOSKEAG SCHOOL
Front Street
Manchester, New Hampshire

Several months ago I began a survey, the objective of which can best be stated in three parts:

I. To discover what characteristics and abilities are most desired in students by Manchester employers.

II. To discover what calibre of student the employer is now meeting in our graduates who become job-applicants.

III. To determine the teacher-factors involved in dealing with these questions.

This survey was limited to the teachers of the Amoskeag School, in addition, of course, to business leaders, and those school staff members most closely associated with the school.

However, the tabulated list of comments received from these participants presented such an interesting picture that further investigation was warranted.

It appears that a truly reliable survey can be achieved only by including the considerations and opinions of all Manchester Elementary School Teachers from grades 4 through 8. Therefore, your comments will be most welcome. I hope that time will allow you to take part in this project.

In the original survey, all teachers and personnel contacted concluded that "the characteristics and abilities which we discussed should be given careful consideration by the schools." (list of characteristics attached) However, since the schools cannot always compete successfully with the home environment or outside influences, perhaps an initial step that we must take would be to first select those characteristics most important in life and most applicable to school-room learning.
This, then, is one way in which you can contribute to this survey: on the attached sheet, check the items as indicated. Another and outstanding way in which you can take part in this project is explained on the forms enclosed.

A self-addressed envelope is also enclosed for your convenience in sending your comments.

Sincerely,

Sherman Lovering,
Assistant Principal

Enclosures/2
## Character Traits:

<table>
<thead>
<tr>
<th>Trait</th>
<th>Traits Grads Should Have</th>
<th>Best Traits Grads Have</th>
<th>Weak Points</th>
<th>Weakest Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conscientiousness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loyalty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courtesy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Congeniality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imagination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Attitudes

<table>
<thead>
<tr>
<th>Attitude</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interested</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiastic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingness to accept reponsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingness to do more work than called upon to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A sure command of basic mathematics and English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to concentrate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work hard and consistently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to assimilate instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoroughness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapidity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematicness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promptness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All elementary teachers from grades 4 through 8 in the Manchester Public School System were given the following form:

After you have checked the items which you consider most important in life and also those items most applicable to school-room learning, you are ready to contribute in the most effective way of all to this survey and analysis of our elementary schools.

Needless to say, whenever a problem is present, it would be foolhardy, indeed, to ignore it and go merrily along one's way, doing nothing to remedy the situation. So, if time allows, your brief writeup of suggestive methods for the teacher-development in the class room of those items recommended by you would be very valuable and very much appreciated.

SUGGESTIVE TEACHING METHODS
### Character Traits:

<table>
<thead>
<tr>
<th>Integrity</th>
<th>Conscientiousness</th>
<th>Dependability</th>
<th>Ethical Attitude</th>
<th>Loyalty</th>
<th>Fairness</th>
<th>Kindness</th>
<th>Courtesy</th>
<th>Congeniality</th>
<th>Self-confidence</th>
<th>Self-control</th>
<th>Self-management</th>
<th>Imagination</th>
</tr>
</thead>
</table>

### Attitudes

<table>
<thead>
<tr>
<th>Cooperative</th>
<th>Interested</th>
<th>Enthusiastic</th>
<th>Willingness to accept responsibility</th>
<th>Willingness to do more work than called upon to do</th>
</tr>
</thead>
</table>

### Skills

<table>
<thead>
<tr>
<th>A sure command of basic mathematics and English</th>
<th>Flexibility</th>
<th>Ability to learn</th>
<th>Ability to concentrate</th>
<th>Ability to work hard and consistently</th>
<th>Ability to assimilate instructions</th>
<th>Accuracy</th>
<th>Thoroughness</th>
<th>Neatness</th>
<th>Rapidity</th>
<th>Systematicness</th>
<th>Promptness</th>
</tr>
</thead>
</table>

### Traits Most Important in Life
CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

In the following Tables an attempt will be made to set forth a composite summary of the information received from the employer and teacher check lists which were returned. These check lists were planned with the following purpose in mind...to discover the answers to three important local educational questions:

1. What are the characteristics and abilities Manchester employers consider most desirable for an employee?

2. What calibre of student is the employer now meeting in Manchester graduates who become job-applicants?

3. What factors may be brought to light which might influence the elementary school?

TABLE I
NUMBER AND PER CENT OF REPLIES RECEIVED

<table>
<thead>
<tr>
<th></th>
<th>Number of Inquiries Sent</th>
<th>Number of Replies Received</th>
<th>Per Cent of Replies Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers</td>
<td>85</td>
<td>44</td>
<td>52</td>
</tr>
<tr>
<td>Teachers</td>
<td>80</td>
<td>68</td>
<td>85</td>
</tr>
</tbody>
</table>

On February 18, 1952, a total of 85 employer check lists and 80 teacher check lists and outlines were mailed out; 44 employers returned their check lists, and 68 teachers replied.

Although the above table indicates more interest on the part of teachers in the problem at hand than on the part of businessmen, it is well to note that actually, only 18 per cent of all teachers contacted returned usable forms. On the other hand, the figure of 52 per cent of replies received from employers is an accurate indicator of the number of businessmen interested in the survey.
TABLE II
TYPES OF BUSINESSES
FROM WHICH EMPLOYER RETURNS WERE RECEIVED

<table>
<thead>
<tr>
<th>Type of Business</th>
<th>Number Replying</th>
<th>Per Cent Replying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail and Wholesale Trade</td>
<td>15</td>
<td>57</td>
</tr>
<tr>
<td>Insurance and Finance</td>
<td>7</td>
<td>88</td>
</tr>
<tr>
<td>Communication and Transportation</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>Public Services</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Professions</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

From the statistics in Table II above, it is evident that the performance of workers in the area of Insurance and Finance is of much more interest and concern to the employers than in any of the other classifications of business studied. Perhaps this is so because graduates who have secured jobs in these areas are called upon to show a flexi-
bility and degree of skill not demanded in some of the other categories. 88 per cent of the firms in this category replied.

Employers in the Retail and Wholesale Trade also showed a considerable interest in the type of employee under them. More than half of the firms contacted in this area replied, and many included extra, helpful comments.

The response from Public Services was somewhat disappointing, although one-half of the firms contacted in this group did reply. However, among those services which did not return their check lists were some of the more prominent departments of city organization.

As in the original survey, there was a low percentage of returns in the areas of Nursing, Garage Workers, and Manufacturing.
TABLE III
CHARACTER TRAITS REPORTED BY EMPLOYERS AS THOSE THAT GRADUATES SHOULD HAVE WHEN THEY ENTER THEIR EMPLOY IN COMPARISON WITH CHARACTER TRAITS REPORTED BY TEACHERS AS THOSE MOST IMPORTANT IN LIFE

<table>
<thead>
<tr>
<th>Traits Graduates Should Have</th>
<th>Number of Firms That Checked The Item and Per Cent</th>
<th>Traits Most Important In Life</th>
<th>Number of Teachers Who Checked The Item and Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>38</td>
<td>Integrity</td>
<td>48</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>39</td>
<td>Conscientiousness</td>
<td>48</td>
</tr>
<tr>
<td>Dependability</td>
<td>39</td>
<td>Dependability</td>
<td>58</td>
</tr>
<tr>
<td>Ethical Attitude</td>
<td>29</td>
<td>Ethical Attitude</td>
<td>44</td>
</tr>
<tr>
<td>Loyalty</td>
<td>37</td>
<td>Loyalty</td>
<td>44</td>
</tr>
<tr>
<td>Fairness</td>
<td>37</td>
<td>Fairness</td>
<td>52</td>
</tr>
<tr>
<td>Kindness</td>
<td>31</td>
<td>Kindness</td>
<td>46</td>
</tr>
<tr>
<td>Courtesy</td>
<td>31</td>
<td>Courtesy</td>
<td>52</td>
</tr>
<tr>
<td>Congeniality</td>
<td>32</td>
<td>Congeniality</td>
<td>54</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>33</td>
<td>Self-confidence</td>
<td>54</td>
</tr>
<tr>
<td>Self-control</td>
<td>33</td>
<td>Self-control</td>
<td>36</td>
</tr>
<tr>
<td>Self-management</td>
<td>32</td>
<td>Self-management</td>
<td>36</td>
</tr>
<tr>
<td>Imagination</td>
<td>25</td>
<td>Imagination</td>
<td>36</td>
</tr>
</tbody>
</table>

The above table shows a high degree of similarity between the opinions of businessmen and teachers concerning the following character traits: ethical attitude, fairness, kindness and congeniality. It shows a fair degree of similarity in integrity, conscientiousness, self-confidence and imagination, and very little similarity in loyalty, self-control, and self-management.
TABLE IV

ATTITUDES REPORTED BY EMPLOYERS AS THOSE THAT GRADUATES SHOULD HAVE WHEN THEY ENTER THEIR EMPLOY IN COMPARISON WITH ATTITUDES REPORTED BY TEACHERS AS THOSE THEY CONSIDER MOST IMPORTANT IN LIFE

<table>
<thead>
<tr>
<th>Attitudes Graduates Should Have</th>
<th>Number of Firms That Checked the Item and Per Cent</th>
<th>Attitudes Most Important in Life</th>
<th>Number of Teachers Who Checked the Item and Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative</td>
<td>42 95</td>
<td>Cooperative</td>
<td>48 71</td>
</tr>
<tr>
<td>Interested</td>
<td>35 80</td>
<td>Interested</td>
<td>36 53</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>35 80</td>
<td>Enthusiastic</td>
<td>38 56</td>
</tr>
<tr>
<td>Willingness to Accept Responsibility</td>
<td>39 89</td>
<td>Willingness to Accept Responsibility</td>
<td>54 79</td>
</tr>
<tr>
<td>Willingness to do more work than called upon to do</td>
<td>35 80</td>
<td>Willingness to do more work than called upon to do</td>
<td>32 47</td>
</tr>
</tbody>
</table>

The above table points out the fact that there is little similarity between the opinions of businessmen and teachers concerning the attitudes under discussion; nor are there any marked deviations indicated on this table. All attitudes checked in this section fell into a medium level. Employers rate higher than do teachers.
TABLE V

SKILLS REPORTED BY EMPLOYERS AS THOSE THAT GRADUATES SHOULD HAVE WHEN THEY ENTER THEIR EMPLOY IN COMPARISON WITH SKILLS REPORTED BY TEACHERS AS THOSE THEY CONSIDER MOST IMPORTANT IN LIFE

<table>
<thead>
<tr>
<th>Skills Graduates Should Have</th>
<th>Number of Firms That Checked The Item and Per Cent</th>
<th>Skills Most Important In Life</th>
<th>Number of Teachers Who Checked the Item and Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sure command of basic mathematics</td>
<td>36 84</td>
<td>A sure command of basic mathematics</td>
<td>44 65</td>
</tr>
<tr>
<td>A sure command of basic English</td>
<td>36 84</td>
<td>A sure command of basic English</td>
<td>44 65</td>
</tr>
<tr>
<td>Flexibility</td>
<td>19 43</td>
<td>Flexibility</td>
<td>40 59</td>
</tr>
<tr>
<td>Ability to Learn</td>
<td>37 84</td>
<td>Ability to Learn</td>
<td>30 46</td>
</tr>
<tr>
<td>Ability to concentrate</td>
<td>37 84</td>
<td>Ability to concentrate</td>
<td>38 56</td>
</tr>
<tr>
<td>Ability to work hard and consistently</td>
<td>36 83</td>
<td>Ability to work hard and consistently</td>
<td>52 76</td>
</tr>
<tr>
<td>Ability to assimilate instructions</td>
<td>31 70</td>
<td>Ability to assimilate instructions</td>
<td>44 65</td>
</tr>
<tr>
<td>Accuracy</td>
<td>34 77</td>
<td>Accuracy</td>
<td>48 71</td>
</tr>
<tr>
<td>Thoroughness</td>
<td>37 84</td>
<td>Thoroughness</td>
<td>42 62</td>
</tr>
<tr>
<td>Neatness</td>
<td>37 84</td>
<td>Neatness</td>
<td>50 74</td>
</tr>
<tr>
<td>Rapidity</td>
<td>25 57</td>
<td>Rapidity</td>
<td>18 26</td>
</tr>
<tr>
<td>Systematic</td>
<td>29 66</td>
<td>Systematic</td>
<td>32 47</td>
</tr>
<tr>
<td>Promptness</td>
<td>36 84</td>
<td>Promptness</td>
<td>54 79</td>
</tr>
</tbody>
</table>
An analysis of Table V indicates a range of only 7½ points between the ratings of businessmen and teachers on the items of accuracy, ability to work hard and consistently, and promptness. In all other traits analyzed the teachers and employers diverged rather widely. Teacher ratings were consistently lower than employer ratings.
## TABLE VI

BEST CHARACTER TRAITS THAT GRADUATES POSSESS AS REPORTED BY EMPLOYERS ACCORDING TO FREQUENCY OF MENTION

<table>
<thead>
<tr>
<th>Character Traits</th>
<th>Number of Employers Reporting them Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-confidence</td>
<td>16</td>
</tr>
<tr>
<td>Congeniality</td>
<td>16</td>
</tr>
<tr>
<td>Courtesy</td>
<td>14</td>
</tr>
<tr>
<td>Integrity</td>
<td>13</td>
</tr>
<tr>
<td>Kindness</td>
<td>13</td>
</tr>
<tr>
<td>Fairness</td>
<td>8</td>
</tr>
<tr>
<td>Imagination</td>
<td>8</td>
</tr>
<tr>
<td>Self-control</td>
<td>7</td>
</tr>
<tr>
<td>Self-management</td>
<td>6</td>
</tr>
<tr>
<td>Dependability</td>
<td>4</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>3</td>
</tr>
<tr>
<td>Ethical Attitude</td>
<td>3</td>
</tr>
</tbody>
</table>

Although it was pleasing to note that according to Table VI, self-confidence was considered the character trait possessed to a satisfactory degree by the most graduates, this factor was somewhat off-set by the low rating of self-management. Self-confidence is doubtless most important to success, but in order to maintain proficiency at a job, good self-management must be its partner.

Also, although integrity received a comparatively high rating, most of the employers felt a distinct lack of the ability to carry this integrity into the business world by showing sound ethical attitudes. Dependability and conscientiousness at their work also received low ratings.
Congeniality, courtesy and fairness appear to be acceptable, while imagination is an *on-the-fence* item. It is present in some graduates, but is a character trait which needs strengthening.
In the light of the weak ethical attitude indicated in Table VI, it is encouraging to observe that most graduates are fairly cooperative.

Further items on Table VII show that in most jobs, interest is not sufficiently high and few graduates, indeed, were rated as enthusiastic about their work.

Both willingness to accept responsibility and willingness to do more work than called upon to do are glaring weaknesses in workers on the whole.
TABLE VIII
BEST SKILLS THAT GRADUATES POSSESS AS REPORTED BY EMPLOYERS
ACCORDING TO FREQUENCY OF MENTION

<table>
<thead>
<tr>
<th>Skills</th>
<th>Number of Employers Reporting them Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to Learn</td>
<td>18</td>
</tr>
<tr>
<td>Neatness</td>
<td>16</td>
</tr>
<tr>
<td>Ability to Assimilate Instructions</td>
<td>11</td>
</tr>
<tr>
<td>Promptness</td>
<td>10</td>
</tr>
<tr>
<td>Flexibility</td>
<td>8</td>
</tr>
<tr>
<td>Rapidity</td>
<td>7</td>
</tr>
<tr>
<td>Systematic</td>
<td>7</td>
</tr>
<tr>
<td>Thoroughness</td>
<td>7</td>
</tr>
<tr>
<td>Accuracy</td>
<td>7</td>
</tr>
<tr>
<td>Ability to Concentrate</td>
<td>7</td>
</tr>
<tr>
<td>A Sure Command of Basic Mathematics and Eng.</td>
<td>7</td>
</tr>
<tr>
<td>Ability to work hard and consistently</td>
<td>6</td>
</tr>
</tbody>
</table>

Table VIII shows, in the main, that in spite of an unwillingness to put forth real effort to satisfy, graduates do have the ability to learn and to assimilate instructions. Most workers are neat and prompt and show a commendable degree of flexibility. On the other hand, rapidity, systematicness, thoroughness and the ability to concentrate need further attention in the Manchester schools. Also, a sure command of basic mathematics and English are lacking, together with an ability to work hard and consistently.
TABLE IX

CHARACTER TRAITS REPORTED BY EMPLOYERS AS BEING WEAK IN GRADUATES UNDER THEIR EMPLOY ACCORDING TO FREQUENCY OF MENTION

<table>
<thead>
<tr>
<th>Character Traits</th>
<th>Number of Employers Reporting them Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td>15</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>12</td>
</tr>
<tr>
<td>Imagination</td>
<td>12</td>
</tr>
<tr>
<td>Self-management</td>
<td>11</td>
</tr>
<tr>
<td>Ethical Attitude</td>
<td>7</td>
</tr>
<tr>
<td>Loyalty</td>
<td>7</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>7</td>
</tr>
<tr>
<td>Self-control</td>
<td>5</td>
</tr>
<tr>
<td>Courtesy</td>
<td>5</td>
</tr>
<tr>
<td>Integrity</td>
<td>4</td>
</tr>
<tr>
<td>Fairness</td>
<td>3</td>
</tr>
<tr>
<td>Kindness</td>
<td>2</td>
</tr>
<tr>
<td>Congeniality</td>
<td>2</td>
</tr>
</tbody>
</table>

Table IX, which shows more sharply the outstanding weaknesses in the graduates of the Manchester School System, substantiates the factors set forth in the preceding tables.

Table IX also reveals a lack of dependability and conscientiousness, but as in the preceding findings, it does not question the integrity of the workers.

Again congeniality, courtesy and self-control are rated good, while imagination and self-management remain weak.
TABLE X

ATTITUDES REPORTED BY EMPLOYERS AS BEING WEAK IN GRADUATES UNDER THEIR EMPLOY ACCORDING TO FREQUENCY OF MENTION

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Number of Employers Reporting them Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willingness to do more work than called upon to do</td>
<td>14</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>13</td>
</tr>
<tr>
<td>Willingness to accept responsibility</td>
<td>13</td>
</tr>
<tr>
<td>Interest</td>
<td>8</td>
</tr>
<tr>
<td>Cooperative</td>
<td>6</td>
</tr>
</tbody>
</table>

Table X shows further agreement with other table findings and indicates a strong lack of willingness to do more than called upon to do, accept responsibility, or build interest in a job. Cooperation maintains a fairly good rating.
TABLE XI

SKILLS REPORTED BY EMPLOYERS AS BEING WEAK IN GRADUATES UNDER THEIR EMPLOY ACCORDING TO FREQUENCY OF MENTION

<table>
<thead>
<tr>
<th>Skills</th>
<th>Number of Employers Reporting them Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sure command of basic mathematics</td>
<td>9</td>
</tr>
<tr>
<td>A sure command of basic English</td>
<td>9</td>
</tr>
<tr>
<td>Ability to concentrate</td>
<td>8</td>
</tr>
<tr>
<td>Ability to work hard and consistently</td>
<td>8</td>
</tr>
<tr>
<td>Thoroughness</td>
<td>7</td>
</tr>
<tr>
<td>Promptness</td>
<td>7</td>
</tr>
<tr>
<td>Systematicness</td>
<td>6</td>
</tr>
<tr>
<td>Ability to assimilate instructions</td>
<td>5</td>
</tr>
<tr>
<td>Accuracy</td>
<td>5</td>
</tr>
<tr>
<td>Rapidity</td>
<td>5</td>
</tr>
<tr>
<td>Flexibility</td>
<td>4</td>
</tr>
<tr>
<td>Ability to learn</td>
<td>3</td>
</tr>
<tr>
<td>Neatness</td>
<td>3</td>
</tr>
</tbody>
</table>

Again we find basic mathematics and English weak, followed by an inability to concentrate or to work hard and consistently. Still, flexibility and the ability to learn are rated good, and the ability to assimilate instructions fair.
### TABLE XII

**A LIST OF THE UPPER THIRD BEST CHARACTER TRAITS AS COMPARED WITH A LIST OF THE UPPER THIRD WEAKEST CHARACTER TRAITS**

<table>
<thead>
<tr>
<th>Best Character Traits</th>
<th>Number of Firms Rating Them Best</th>
<th>Weakest Character Traits</th>
<th>Number of Firms Rating Them Weakest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-confidence</td>
<td>16</td>
<td>Dependability</td>
<td>15</td>
</tr>
<tr>
<td>Congeniality</td>
<td>16</td>
<td>Conscientiousness</td>
<td>12</td>
</tr>
<tr>
<td>Courtesy</td>
<td>14</td>
<td>Imagination</td>
<td>12</td>
</tr>
<tr>
<td>Integrity</td>
<td>13</td>
<td>Self-management</td>
<td>11</td>
</tr>
</tbody>
</table>

### TABLE XIII

**A LIST OF THE UPPER THIRD BEST ATTITUDES AS COMPARED WITH A LIST OF THE UPPER THIRD WEAKEST ATTITUDES**

<table>
<thead>
<tr>
<th>Best Attitudes</th>
<th>Number of Firms Rating Them Best</th>
<th>Weakest Attitudes</th>
<th>Number of Firms Rating Them Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative</td>
<td>10</td>
<td>Willingness to do</td>
<td>14 more work than called upon to do</td>
</tr>
<tr>
<td>Interested</td>
<td>7</td>
<td>Enthusiastic</td>
<td>13 Willingness to accept Responsibility</td>
</tr>
</tbody>
</table>
TABLE XIV

A LIST OF THE UPPER THIRD BEST SKILLS AS COMPARED WITH A LIST OF THE UPPER THIRD WEAKEST SKILLS

<table>
<thead>
<tr>
<th>Best Skills</th>
<th>Number of Firms Rating Them Best</th>
<th>Weakest Skills</th>
<th>Number of Firms Rating Them Weakest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to learn</td>
<td>18</td>
<td>A sure command of basic mathematics and English</td>
<td>9</td>
</tr>
<tr>
<td>Neatness</td>
<td>16</td>
<td>Ability to concentrate</td>
<td>8</td>
</tr>
<tr>
<td>Ability to assimilate</td>
<td>11</td>
<td>Ability to work hard and consistently</td>
<td>8</td>
</tr>
<tr>
<td>Promptness</td>
<td>10</td>
<td>Thoroughness</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Systematic</td>
<td>7</td>
</tr>
</tbody>
</table>

Tables XII, XIII, and XIV summarize and bring into focus the following information:

Most graduates are self-confident, congenial and courteous; their social integrity is not doubted. They are fairly cooperative but few show real interest in their work. However, the ability to learn is strong in most graduates, and they are quite well able to assimilate given instructions. They are neat in their work but only fairly prompt.

On the whole, workers are not truly dependable or conscientious about their jobs. Self-management, imagination, enthusiasm, willingness to accept responsibility or to do
more work than called upon to do are weak. It was stated by one employer that the old-fashioned initiative that built America is sorely lacking in most graduates.

Several employers commented on the fact that the items concerning mathematics and English should have been entered separately on the check list. Nearly all agreed emphatically that there is much need for more basic mathematics and English in the schools, together with further training in the ability to concentrate and to work hard and consistently. Thoroughness and systematicness also need improvement. Only the retail employers were lenient with such items as the latter. They stated that since many of their employees are still in high school, they expect to help the schools to train them in such qualities as self-confidence, self-control, self-management, imagination, thoroughness, neatness, rapidity, systematicness and promptness.
### TABLE XV

EMPLOYERS RECOMMENDATIONS OF CHARACTER TRAITS WHICH SHOULD BE GIVEN GREATER EMPHASIS IN THE SCHOOLS AS DEDUCED FROM EMPLOYER CHECK LISTS IN COMPARISON WITH FACTORS REPORTED BY TEACHERS AS THOSE MOST APPLICABLE TO SCHOOL-ROOM ACTIVITY

<table>
<thead>
<tr>
<th>Factors Which Should Be Emphasized</th>
<th>Number of Firms that Checked the Item and Per Cent</th>
<th>Factors Most Applicable to School-Room Activity</th>
<th>Number of Teachers Who Checked the Item and Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td>15 34</td>
<td>Conscientiousness</td>
<td>64 94</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>12 27</td>
<td>Dependability</td>
<td>60 88</td>
</tr>
<tr>
<td>Imagination</td>
<td>12 27</td>
<td>Imagination</td>
<td>58 85</td>
</tr>
<tr>
<td>Self-management</td>
<td>11 25</td>
<td>Fairness</td>
<td>58 85</td>
</tr>
</tbody>
</table>
**TABLE XVI**

**EMPLOYERS' RECOMMENDATIONS OF ATTITUDES WHICH SHOULD BE GIVEN GREATER EMPHASIS IN THE SCHOOLS AS DEDUCTED FROM EMPLOYER CHECK LISTS IN COMPARISON WITH FACTORS REPORTED BY TEACHERS AS THOSE MOST APPLICABLE TO SCHOOL-ROOM ACTIVITY**

<table>
<thead>
<tr>
<th>Factors Which Should Be Emphasized</th>
<th>Number of Firms that Checked the Item and Per Cent</th>
<th>Factors Most Applicable to School-Room Activity</th>
<th>Number of Teachers Who Checked the Item and Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willingness to do more work than called upon to do</td>
<td>14 32</td>
<td>Interest</td>
<td>68 100</td>
</tr>
<tr>
<td>Willingness to accept responsibility</td>
<td>13 30</td>
<td>Cooperation</td>
<td>64 94</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>13 30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table XVII

**Employers' Recommendations of Skills Which Should Be Given Greater Emphasis in the Schools as Deducted From Employer Check Lists in Comparison with Factors Reported by Teachers as Those Most Applicable to School-Room Activity**

<table>
<thead>
<tr>
<th>Factors Which Should Be Emphasized</th>
<th>Number of Firms that Checked the Item and Per Cent</th>
<th>Factors Most Applicable to School-Room Activity</th>
<th>Number of Teachers Who Checked the Item and Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>9 20</td>
<td>Ability to concentrate</td>
<td>68 100</td>
</tr>
<tr>
<td>English</td>
<td>9 20</td>
<td>Ability to assimilate instructions</td>
<td>68 100</td>
</tr>
<tr>
<td>Ability to concentrate</td>
<td>8 18</td>
<td>Thoroughness</td>
<td>68 100</td>
</tr>
<tr>
<td>Ability to work hard and consistently</td>
<td>8 18</td>
<td>Mathematics</td>
<td>64 94</td>
</tr>
<tr>
<td>Systematicness</td>
<td>7 16</td>
<td>Thoroughness</td>
<td>68 100</td>
</tr>
<tr>
<td>Thoroughness</td>
<td>7 16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tables XV, XVI, and XVII clearly point out those character traits, attitudes and skills which are considered the weakest by businessmen, and those that are considered most applicable to school-room activity by teachers.

It is interesting to note that while businessmen consider dependability, conscientiousness and imagination weak factors, teachers checked these same items as those most applicable to school-room activity. Self-management was another item checked by employers as weak, while teachers listed fairness as a factor very applicable to school-room activity.

In regard to attitudes, the business group again called attention to the lack of a willingness to accept responsibility and to do more work than called upon to do. Teachers listed interest as a useful factor in the classroom, and also indicated that the development of cooperation can be achieved through well-planned units of study. This is encouraging, since employers also stated that the development of occupational interest and enthusiasm need more attention.

The ability to concentrate and to follow instructions were listed by teachers as factors applicable to school-room activity. Those businessmen replying considered mathematics and English the skills needing the greatest amount of increased emphasis, while thoroughness and systematicness were also mentioned.
The above table indicated employer recommendations of the five most important factors which should be given greater emphasis in the schools as compared with factors reported by teachers as the five that are most applicable to school-room activity. The table reveals that the business group is pri-
arily concerned with the attitude of the employee and also with his skill in basic mathematics and English. Teachers, on the other hand, find that the ability to assimilate instructions and to concentrate on given work are the factors most applicable to school-room activity. Basic mathematics and English are also listed by teachers, along with thoroughness, neatness, interest and cooperation.
A LISTING OF
CHARACTER TRAITS, ATTITUDES, AND SKILLS SELECTED BY TEACHERS
UPON WHICH TO SUGGEST METHODS OF TEACHING

<table>
<thead>
<tr>
<th>Character Traits</th>
<th>Attitudes</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courtesy</td>
<td>Optimism</td>
<td>Neatness</td>
</tr>
<tr>
<td>Loyalty</td>
<td>Respect</td>
<td>Promptness</td>
</tr>
<tr>
<td>Duty</td>
<td>Value of Time</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Honesty</td>
<td>Self-management</td>
<td>Practical application of Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperativeness</td>
<td>Willingness to Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapidity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Reference Material</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


A LIST OF
GENERAL METHODS OF TEACHING SUGGESTED BY TEACHERS

I. Use concrete situations whenever they present themselves to illustrate a point. A helpful theme to use along this line is, What Would You Have Done, or If This Should Happen to You.

II. Assign daily chores or duties in the classroom, throughout the school building, and on the playground.

III. Consciously set certain traits down as objectives in units and work toward the development of them in our various activities.

IV. Make use of historical characters in the development of character traits.

V. Encourage extra-curricular activities in and out of school. More specifically, encourage participation in games, music, art, dramatics, travel, story-telling and community interest. Employ visual aids.

VI. Plan lessons based on individual and vocational guidance.

VII. Call in various types of employers and have them tell pupils what they actually desire in an employee.

VIII. Have classes in Human Relations.

IX. Concentrate on Mental Hygiene problems in your classroom.

X. Develop habits of critical thinking by:
   a. recognizing problems
   b. finding, selecting and rejecting evidence pertaining to these problems
   c. organize material
   d. independent research
   e. arriving at and testing conclusions

XI. There is still room for selected drill work in the development of skills; use speed, self-improvement and motivation-competition.

XII. Remember at all times that children are born imitators and that the teacher is the most available subject.
Nothing counts so much in teaching as the personality of the teacher. Character comes not by drill but by contagion. The first concern of the teacher will be to develop and enrich his own personality, to constantly grow in nobility and in strength, integrity of will and in knowledge.

Success in developing fine character traits, attitudes and skills will come only when a teacher has a deep respect for himself and for each and every pupil. A teacher must realize fully that there is so much good in the worst of us, and should not repay a child's negative behavior with retaliation of one kind or another. Rather, the child should be led to meet the situations with desirable behavior.

Try to instill in each pupil a satisfaction with success and a dissatisfaction with failure.

By teacher and pupil planning, our elementary school problems have been slightly corrected. More of this work must be done.

Our real problem starts in the high school. How much pupil and teacher planning is done there? There should be a stronger tie between the Junior High School and the Senior High School so that the teachers could carry on the development of characteristics and meet the needs of the individual pupil to better advantage.

The best method for achieving these desired goals is just plain hard work, alertness, and a constant awareness of the problems of the classroom teacher.
CHAPTER V

SUMMARY OF FINDINGS AND CONCLUSIONS

Based on an analysis of the data presented in Chapter IV, a summary of the major findings and conclusions is presented in the following pages.

The answers to three important local educational questions were sought in the study:

1. What are the characteristics and abilities Manchester employers consider most desirable for an employee?

2. What calibre of student is the employer now meeting in Manchester graduates who become job-applicants?

3. What factors may be brought to light which might influence the elementary school?

The major findings regarding Manchester employers' recommendations were as follows:

1. The average graduate who enters the areas of Insurance or Finance will find himself working for a firm much interested and concerned with the efficient performance of employees. Graduates who secure jobs in these areas will be called upon to show a high degree of flexibility and skill.

2. Employers in the Wholesale and Retail Trade also showed an interest in the type of employee under them. Many of these firm managers are interested in their workers as people, as well as productive factors in their businesses. These managers are also concerned about employing a person who has potentials for fine selling. Such characteristics
as dependability, interest, the ability to learn, ability to concentrate, and imagination were checked often as characteristics graduates should have.

3. Among the factors recommended for further attention in our schools were basic mathematics and English, and the willingness to do more work than called upon to do.

4. In the main, the characteristics which were considered of the most importance to employers were those involving individual integrity and ethical attitudes. Conscientiousness and dependability were also among the top desired items. Congeniality, courtesy, self-management and imagination followed in desirability.

It was felt by most employers that self-confidence is possessed by the average graduate entering their employ, and that congeniality, courtesy, and integrity are also among their best characteristics. Kindness, fairness, and self-control are only fair, while dependability, conscientiousness, imagination, self-management and sound ethical attitudes were pointed out as weak points, with dependability being considered the weakest.

5. The attitudes that graduates should have as recommended by employers were cooperativeness, interest and enthusiasm, a willingness to accept responsibility, and to do more work than called upon to do. It was reported by employers that most graduates do possess a cooperative attitude, but lack the initiative to do more work than called upon to do, or to readily accept responsibility. Few are really interested in their work and almost none are enthusiastic.
6. The skills of chief importance in a graduate as reported by employers included a sure command of basic mathematics and English, flexibility, the ability to learn, concentrate, assimilate instructions and to work hard and consistently. Accuracy, thoroughness and neatness were also considered important, but rapidity was of no specific consequence in most vocations. Systematicness usually comes in a short time with a job, and promptness was not of utmost importance.

7. Employers rated the ability to learn as the outstanding skill of graduates, followed by neatness, and the ability to assimilate instructions. Promptness and flexibility also received good ratings. The ability to concentrate and to work hard and consistently were also reported as factors which need further attention in our schools. Thoroughness and systematicness should also receive special attention.

In conclusion, self-confidence was considered the character trait possessed to the highest degree by the most graduates, but this is off-set by the lack of self-management. Also, although the social integrity of most graduates is unquestioned, employers felt a distinct inability on the part of graduates to carry this integrity into the business world by showing sound ethical attitudes. Dependability and conscientiousness were rated very low.

Congeniality, courtesy and fairness appear to be good, while imagination is on a precarious footing. It is present in some graduates, but is a character trait which needs strengthening.
Although not a direct part of the major aim of this study, which was to survey the character traits, attitudes and skills of Manchester employers in representative groups of business firms in the city of Manchester, New Hampshire, the study was also planned to include the opinions and suggestions of all elementary school teachers from grades 4 through 8 in Manchester, New Hampshire. These opinions and suggestions were to be given in regard to the part that the teachers play in the development of a well-rounded employee.

The major findings regarding the suggestions and opinions of teachers from grades 4 through 8 were as follows:

1. Among the character traits reported by teachers as those most important in life were dependability, self-confidence, courtesy, integrity, and conscientiousness. Such items as loyalty, fairness and self-control were considered fairly important, while self-management and imagination received low consideration.

2. The most important attitude in life reported by teachers was the willingness to accept responsibility. This was followed by cooperativeness, enthusiasm, and interest. The willingness to do more work than called upon to do as an attitude important in life received a surprisingly low rating.
3. The skills which were considered the most important in life were promptness, the ability to work hard and consistently, and thoroughness. A sure command of basic mathematics and English were considered quite important, while accuracy and the ability to assimilate instructions followed these in frequency of mention by teachers.

4. Among the factors which were reported by teachers as those most applicable to school-room activity were interest, thoroughness, the ability to concentrate, to assimilate instructions, conscientiousness, cooperation, and basic mathematics and English. Dependability is only fairly easy to develop in the classroom, while fairness and imagination were among the factors rated as least applicable to school-room activity.

In conclusion, the teachers reporting felt that dependability, self-confidence and courtesy were the most important characteristics in life, and that these should be accompanied by a willingness to accept responsibility and to cooperate with one's employer. Enthusiasm and interest were secondary, while the willingness to do more work than called upon to do as an important attitude in life received a remarkably low rating. Promptness, thoroughness, and the ability to work hard and consistently were, however, considered important skills, while conscientiousness, cooperation, and basic mathematics and English followed in frequency of mention.

Part of the outline that was sent to each teacher contacted requested that each include in his report suggestive methods for the development of any item or items
recommended by him on his check list. However, this portion
of the returns was disappointing and failed to result in any
worthy group of teaching methods which would be particularly
useful in the development of important character traits,
attitudes and skills, all of which go into the making of a
well-rounded person and a productive employee.

Out of the 68 teachers replying, only 12 included
suggestive methods, and of these 12, only 7 were usable as
methods. Actually, just 2 teachers appeared to be in sym­
pathy with the aims of this project, and took care and in­
terest to develop some sound suggestive methods, methods
which they themselves had used and found workable. 3 of the
teachers who commented on methods stated that the real
problem started in the high schools. They questioned the
amount of teacher and pupil planning done there. Also, it
was stated by these teachers that there should be a stronger
tie between Junior High and High Schools in order to have
the teachers carry on the characteristics and needs of all
pupils to better advantage.

Limitations of the Study:

1. Because many of the items listed on the check
lists used in this study overlapped in meaning,
it was difficult for many employers and teach­
ers to be selective. However, this was done
purposely, since all items on the check lists
were entered from the original survey, and
further comment on these same items was a de­
sired outcome of the survey.
2. The results of the employer comments cannot be considered entirely valid or a true indication of all graduates of the public schools of Manchester, New Hampshire. This is so because many employees of Manchester business firms are the products of parochial, rather than public schools.

3. There were not enough teacher returns for the section on methods to enable this study to result in a worthy presentation of teaching methods which would be particularly useful in the development of important character traits, attitudes and skills.
CHAPTER VI
RECOMMENDATIONS FOR IMPROVING THE
ELEMENTARY EDUCATIONAL CURRICULUM
OF MANCHESTER, NEW HAMPSHIRE

Based on the information obtained from employer recommendations, the following recommendations for improving the Elementary Education Curriculum of Manchester, New Hampshire are made:

1. The character traits which should be given greater emphasis in the schools, listed in the order of their importance, are as follows: dependability, conscientiousness, imagination, and self-management.

2. The attitudes which should be given greater emphasis in the schools, listed in the order of importance, are as follows: willingness to do more work than called upon to do, willingness to accept responsibility, and enthusiasm.

3. The skills which should be given greater emphasis in the schools, listed in the order of their importance, are as follows: a sure command of basic mathematics, and a sure command of basic English.

4. The habits which should be developed in the schools to a greater extent, listed in the order of their importance, are as follows: a sure command of basic skill performance, the ability to concentrate, the ability to work hard and consistently, thoroughness, and systematicness.

5. Teachers should try to strike a balance between the self-confidence which most graduates do possess and the self-management which they lack so exceedingly.
6. Teachers should try to establish a better understanding and appreciation for the value of integrity and a sound ethical attitude toward one's chosen capacity in life.

   a. aim to increase the dependability of the pupil

   b. aim to increase the conscientiousness of the pupil.

7. There is a serious lack of imagination in most graduates. This partially results in a lack of enthusiasm for work. It is a character trait that needs to be developed.
BIBLIOGRAPHY


APPENDIX I

SAMPLE OF THE RESULTS OF THE TRIAL RUN

A COMPILED LIST OF THE CHARACTERISTICS AND ABILITIES DESIRED IN STORE CLERKS BY EMPLOYERS

Pleasantness
Interest... students with these two characteristics invariably adapt themselves to the complex problems of store work; to the satisfaction of not only the employer but also to the customers, which is more important in a good many ways.

Willingness to try to take responsibility... students must bear in mind that any additional experience will be conducive to better future earning power and employment.

Familiarity with the American monetary system... it is surprising what a major project it is for some students to compute or to make change, even after the nervousness of a new job has worn off.

Amiable personality
Honesty
Sound basic knowledge of mathematics
Firm command of English
Appreciation of the importance of production and volume in a profitable business.
Promptness
Good attendance
Reasonable business-like appearance and neatness
Perseverance
Ambition to better self

QUOTED COMMENTS RECEIVED FROM EMPLOYERS REGARDING THE TYPE OF STUDENT UNDER THEIR EMPLOY

One who looks down his or her nose on a job that presents only a future and little money at the start.

Each seems to be living in the immediate present, wanting only to make money, to make it fast and with the least effort.

We feel quite satisfied with our younger personnel.
Perhaps we attract the poorer types of students since our pay scale is so low; however, it is often necessary to teach recent graduates to add and to write single English words before allowing them to go on the floor to sell.

Many of the girls who have come to us from our public schools have advanced to buyers' positions; many have continued their education in such schools as the Prince School for girls interested in merchandising.

A COMPILED LIST OF THE CHARACTERISTICS AND ABILITIES DESIRED IN SALESMEN BY EMPLOYERS

Ability to work hard and consistently and with a desire to succeed.
Open-mindedness with a willingness to learn.
Willingness to accept responsibility with a desire for advancement.
Integrity
An ability for self-management
B.A. college degree or better (1 concern)
Average marks B or better (1 concern)
At least two years of accounting (1 concern)
Sales experience
Knowledge of company methods and system.
Frequently special training is required.

QUOTED COMMENTS RECEIVED FROM EMPLOYERS REGARDING THE TYPE OF STUDENT UNDER THEIR EMPLOY

While the average student interviewed and appointed possesses an average ability, the greatest lack is in their ability of self-management. The tendency is toward as little work as possible with the expectation of getting the best.

Students generally need much special training.

Most students are reluctant to spend any time or effort in a training program which would enable them to work into good positions with the company.

A really good salesman must have imagination. This is an asset not easily found amongst graduates.
A COMPILED LIST OF THE CHARACTERISTICS AND ABILITIES DESIRED IN OFFICE PERSONNEL BY EMPLOYERS

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughness</td>
<td>Neat work</td>
</tr>
<tr>
<td>Promptness</td>
<td>Interest</td>
</tr>
<tr>
<td>Rapidity</td>
<td>Initiative</td>
</tr>
<tr>
<td>Ability to learn</td>
<td>Fairness</td>
</tr>
<tr>
<td>Ability to concentrate</td>
<td>Self-control</td>
</tr>
<tr>
<td>Amiable personality</td>
<td>Self-expression</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>High School</td>
</tr>
<tr>
<td>Pleasant disposition</td>
<td>Education</td>
</tr>
<tr>
<td>Neat appearance</td>
<td></td>
</tr>
</tbody>
</table>

Good health
Satisfactory references
Good command of English; extensive knowledge of grammar.
Good attendance
Ability to assimilate instructions on a given position.
Loyalty to employer and ability to treat private business in the most confidential manner.
Courtesy and willingness to work with others.
Willingness to do more than called upon to do.
All-round good manners
Conscientiousness

QUOTED COMMENTS RECEIVED FROM EMPLOYERS REGARDING THE TYPE OF STUDENT UNDER THEIR EMPLOY

Approximately one in ten of high school graduates that come to us without other experience seem to qualify for our openings. However, after they have become acquainted with our work, those that are hired generally develop into reasonably good clerks.

As far as office workers are concerned, we get good and bad ones. Most of these have to be trained in our methods anyway.

My opinion of the present-day student is but very little different from the opinions of employers years ago. I don't believe there has been much change in the past few years; however, there is one criticism that I must make. Our high school students, as a rule, are woefully weak in the elementary fundamentals of the 3 R's. We find that the high
school graduate is not too accurate in the simple problems of multiplication, division and even addition. Personally, I believe that not enough time is given to the R's and too much to other lines of education. The same criticism may be applied to spelling, which is certainly the most elementary rudiment of the English language. In an exacting business like the insurance business, it can readily be appreciated that accuracy in figures is the essence of our industry. Spelling and the use of the English language are equally important. While this criticism may appear rather harsh, it is, however, our experience. This is what we are confronted with by the present-day high school graduate.

We have found that most graduates have a lack of vocabulary and incomplete knowledge of punctuation. With reference to the preparation in the schools, I should say that an expanded English course, which would increase a student's vocabulary, and more instruction in punctuation, would be most desirable. We have surprisingly little difficulty with spelling, despite the fact that many technical words are used in a law office.

We appreciate the work of our bookkeepers, auditor, and cashier, all of whom are products of our public schools.

A COMPILED LIST OF THE CHARACTERISTICS AND ABILITIES DESIRED IN SOCIAL WORKERS BY EMPLOYERS

<table>
<thead>
<tr>
<th>Skill in words</th>
<th>Congeniality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Ethical attitude</td>
</tr>
<tr>
<td>Desire to learn</td>
<td>Imagination</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Personality</td>
</tr>
<tr>
<td>Dependability</td>
<td>Systematicness</td>
</tr>
</tbody>
</table>

QUOTED COMMENT RECEIVED FROM EMPLOYER REGARDING THE TYPE OF STUDENT UNDER HIS EMPLOY

At a time when we did use students on a part-time basis, their performance seemed good in accordance with the above abilities and characteristics. The weakest spot seemed to be in realizing the great value of accuracy.

Most students have pleasing personalities and are able to adapt themselves to changes in their work. However, they are not particularly imaginative.
A COMPILED LIST OF THE CHARACTERISTICS AND ABILITIES DESIRED IN RADIO WORKERS BY EMPLOYERS

1. Character:
   a. loyalty
   b. honesty
   c. a feeling that one should perform a good day's work for an honest day's pay.

2. Imagination:
   a. needed in any creative work

3. Enthusiasm

QUOTED COMMENTS RECEIVED FROM EMPLOYERS REGARDING THE TYPE OF STUDENT UNDER THEIR EMPLOY

It is my opinion that the schools could do constructive work in training the young to be good, useful citizens with a will to succeed by virtue of their contribution to society, rather than an impatient desire to get rich quick with a minimum of effort and strain. It has been our experience that able-bodied young people in Manchester are all ready to draw unemployment compensation or other subsidies instead of working to get placed in a job. We do not require brilliant students, but find that there is always room for a young man who will work hard, has a reasonable amount of common sense, and is honest.

We are able to secure satisfactory secretarial help from girls who are graduates of the Manchester High Schools and who do not necessarily go to any business school before starting secretarial work.

The technicians needed in broadcast work are not available locally except after a course at a radio trade school in Boston or elsewhere.

We are not usually able to secure announcers of the required calibre locally.
A COMPILED LIST OF THE CHARACTERISTICS AND ABILITIES DESIRED IN WAITRESSES BY EMPLOYERS

Pleasant disposition
Neatness
Rapidity
Accuracy
Good handwriting
The ability to establish a feeling of service to the public.

QUOTED COMMENTS RECEIVED FROM EMPLOYERS REGARDING THE TYPE OF STUDENT UNDER THEIR EMPLOY

Our waitresses are satisfactory in most cases.
However, many of them need better understandings of citizenship...teach them real Americanism in the schools!
Teach them that work is the measure by which they reach success.

TOP-RATING CHARACTERISTICS AND ABILITIES DESIRED IN STUDENTS BY MANCHESTER BUSINESSMEN

The following list of characteristics and abilities is arranged according to the desirability of the factors mentioned:

Congenial Personality
Command of the English Language and of Basic Mathematics
Honesty
Neatness in work
Ambitious
Willingness to accept responsibility
Interested
Prompt
Neat, business-like appearance
Willingness to work with others
MASTER LIST OF CHARACTERISTICS, ATTITUDES AND SKILLS DESIRED
IN PRODUCTS OF THE LANCHESTER SCHOOLS AS RECOMMENDED
BY REPRESENTATIVE EMPLOYERS

Character Traits

Integrity
Conscientiousness
Dependability
Ethical attitude (ability to treat professional
Loyalty business in the most confi-
Honesty dential manner)
Fair, kind attitude toward others
Courteous and all-round good manners
Congenial personality
Self-confidence
Self-control
Self-management
Imaginative

Attitudes

Cooperative (open-minded with a willingness
to learn)
Interested
Enthusiastic
Willingness to accept responsibility
Ambitious
Initiative
Perseverence
Willingness to work with others
Willingness to do more than called upon to do

Skills

A sure command of basic mathematics and English
Flexibility
Ability to learn
Ability to concentrate
Ability to assimilate instructions
Ability to work hard and consistently
Accuracy
Thoroughness
Neatness
Rapidity
Systematicness
Promptness

Other Qualities and Qualifications

Good attendance
Good health
Neat, business-like appearance
Satisfactory references
Good penmanship
Ability to establish a feeling of service to the public
Executive ability should include the ability to create confidence in employers, managing and organizing ability...in some cases, practical experience, even if only on a part-time basis.

A COMPILED LIST OF QUOTED COMMENTS RECEIVED FROM MANCHESTER EMPLOYERS REGARDING THE TYPE OF STUDENT UNDER THEIR EMPLOY

Unfavorable Criticisms

Many students look down upon a job that presents only a future and little money at the start.

Each seems to be living in the immediate present, wanting only to make money, to make it fast and with the least possible effort.

Perhaps we attract the poorer type of students, since our pay scale is so low; however, it is often necessary to teach recent graduates to add and write single English words before allowing them to go on the floor to sell.

While the average student interviewed and appointed possesses an average ability, the greatest lack is in their ability of self-management. The tendency is toward as little work as possible with the expectation of getting the best.

Students generally need much special training for salesmanship.
Approximately one in ten of high school graduates that come to us without other experience seem to qualify for our openings. However, after they have become acquainted with our work, those that are hired generally develop into reasonably good clerks.

As far as office workers are concerned, we get good and bad ones. Most of these have to be trained in our methods anyway.

With reference to the preparation in the schools, I should say that an expanded English course, which would increase a student's vocabulary, and more instruction in punctuation, would be most desirable. We have surprisingly little difficulty with spelling, in spite of the fact that many technical words are used in a law office.

My opinion of the present-day student is but very little different from the opinions of employers years ago. I don't believe there has been much change in the past few years; however, there is one criticism that I must make. Our high school students, as a rule, are woefully weak in the elementary fundamentals of the 3 R's. We find that the high school graduate is not too accurate in the simple problems of multiplication, division and even addition. Personally, I believe that not enough time is given to the 3 R's and too much to other lines of education. The same criticism may be applied to spelling, which is certainly the most elementary rudiment of the English language. In an exacting business like the insurance business, it can readily be appreciated that accuracy in figures is the essence of our industry. Spelling and the use of the English language are equally important. While this criticism may appear harsh, it is, however, our experience. This is what we are confronted with by the present-day high school graduate.

At a time when we did use students on a part-time basis, their performance in the social worker's world seemed good in accordance with the abilities and characteristics listed. The weakest spot seemed to be in realizing the great value of accuracy.

We are able to secure satisfactory secretarial help from girls who are graduated from the Manchester High Schools and who do not necessarily go to any business school before starting secretarial work. The technicians needed in broadcasting are not available locally except after a course at a radio trade school in Boston or elsewhere. We are not usually able to secure announcers of the required calibre locally.
Most students seem to lack imagination.

Our waitresses are satisfactory in most cases. However, many of them need better understandings of citizenship...we should teach them real Americanism in the schools! Teach them that work is the measure by which they reach success.

Favorable Criticisms

We feel quite satisfied with our younger personnel.

Most students have pleasing personalities and are able to adapt themselves well to changes in their work.

Many of the girls who have come to us from our public schools have advanced to buyers' positions; many have continued their education in such schools as the Prince School for girls interested in merchandising.

Approximately one in ten of high school graduates that come to us without other experiences seem to qualify for our openings. However, after they have become acquainted with our work, those that are hired generally develop into reasonably good clerks.

As far as office workers are concerned, we get good and bad ones. Most of these have to be trained in our methods anyway.

We appreciate the work of our bookkeepers, auditors, and cashier, all of whom are products of our public schools.

With reference to the preparation in the schools, I should say that an expanded English course, which would increase a student's vocabulary, and more instruction in punctuation would be desirable. We have surprisingly little difficulty with spelling, in spite of the fact that just most of the language used in a law office is technical.

At a time when we did use students on a part-time basis, their performance in the social workers' world seemed good in accordance with the abilities and characteristics listed. The weakest spot seemed to be in the realization of the great value of accuracy.

We are able to secure satisfactory secretarial help from girls who are graduated from the Manchester High Schools and who do not necessarily go to any business school before starting secretarial work.
Our waitresses are satisfactory in most cases.

A LIST OF THE MOST COMMON CRITICISMS MADE BY MANCHESTER BUSINESSMEN ACCORDING TO FREQUENCY OF MENTION IN COMMENTS

Unfavorable Criticisms

I. Lack of Ambition:
   a. don't want responsibility
   b. want money but no work

II. Lack of Fundamentals:
   a. English
   b. mathematics

III. Miscellaneous:
   a. lack accuracy
   b. require special training
   c. need to be taught good citizenship

Favorable Criticisms

I. Students are of average ability.

II. We are quite satisfied with students.

III. Some are good workers, some are bad.

IV. We cannot obtain good workers locally. However, this is so because we require special training.

V. After becoming used to our work, most students make reasonably good clerks.
TEACHER COMMENTS ON THE COMPILED LIST OF CHARACTERISTICS DESIRED IN PRODUCTS OF THE MANCHESTER SCHOOLS AS RECOMMENDED BY REPRESENTATIVE EMPLOYERS

Mr. John T. McDonald, Principal, Amoskeag School:

I find the characteristics listed excellent and believe that they should be given careful consideration by the school system; we might note, however, that most of the students being judged by our Manchester businessmen are probably those who took the Commercial Course in high school.

Mr. Sherman A. Lovering, Assistant Principal, Amoskeag School:

I believe that many of the characteristics listed by the Manchester businessmen can and should be developed by the Manchester schools; many of these characteristics are now being given special attention; however, the school cannot always compete successfully with the home environment or outside influences...it can only try. It can try by engaging in programs that are specifically geared to developing some of the most desirable of the characteristics mentioned, and some of the factors designated as weak points.

Mrs. Barbara Charbonneau, Grades 6-5, Amoskeag School:

The characteristics, attitudes and skills, and also the other qualifications listed are good. I think that pupils should have these desirable traits.

Miss. Florence M. Foley: Grades 4-3, Amoskeag School:

I think the schools should teach and develop all of them.

Mrs. Marion Flanders, Grades 2-1, Amoskeag School:

Teach all of them in the schools.

Miss Frances Seward, Visual Aids, Manchester:

All of the characteristics mentioned are good, but some should be evident without further aid by the classroom teacher. For example, integrity, conscientiousness, loyalty, honesty, and amiability are, for the most part, established outside the school. They are more or less innate.
OTHER TEACHER COMMENTS OF INTEREST

I agree that children do want lots of money without too much work, but they get this idea from adults, especially at summer resorts. The employer expects that they do work for nothing and the children are just getting a little wiser. I feel that lots of times people who do have all the characteristics listed don't have the best of jobs. In a great number of cases, people who do very little often get much better jobs...I think these children are just copying the ways of older people. Sometimes the people who employ are as much at fault.

I, too, think that children today try to get by with the least work possible.

I can't imagine children not knowing how to add or write single English words if they have graduated from high school.

I don't understand why graduates haven't a vocabulary and why they can't punctuate.

I think we are getting away from teaching the 3 R's. I think we should get back to them...the sooner, the better.

To teach children to be accurate is very important, I think.

I don't know why, but it is true, I think, that children today want to be paid high wages, but they do not want to work overly hard.

I agree with the merchants as to background in language, arithmetic, spelling. However, I don't feel they have to be taught simple words and addition if they have gone through high school. If there is a lack of arithmetic in the young people's background of today, it's because of the program that used to be carried on in the Manchester Schools. It must also be considered that there are many who speak two languages at home, and therefore present a language problem.
TEACHER COMMENTS ON THE MOST COMMON CRITICISMS MADE BY MANCHESTER BUSINESSMEN

Unfavorable Criticisms

I. Lack of Ambition:
   a. 3 teachers agreed
   b. 1 teacher disagreed
   c. 1 teacher questioned
   d. 1 teacher failed to answer

II. Lack of Fundamentals:
   a. 4 teachers agreed
   b. 1 teacher disagreed
   c. 1 teacher questioned

III. Miscellaneous:
   a. accuracy:
      1. 3 teachers agreed
      2. 3 teachers failed to comment
   b. special training:
      1. 2 teachers agreed
      2. 4 teachers failed to comment
   c. citizenship:
      1. 3 teachers agreed
      2. 3 teachers failed to comment

There were no teacher comments concerning the favorable criticisms made by businessmen; below are these criticisms:

I. Students are of average ability.
II. We are quite satisfied with students.
III. Some are good workers, some are bad.
IV. We cannot obtain good workers locally.
V. After becoming used to our work, most students make reasonably good clerks.