

A Study of Occupations
Exclusive of Actual Farming Operations
Available to Graduates and Students
in the Area Served by the Yale High School,
Yale, Michigan

by
Wayne A. Chatterton

**A STUDY OF OCCUPATIONS EXCLUSIVE OF ACTUAL FARMING
OPERATIONS AVAILABLE TO GRADUATES AND STUDENTS
IN THE AREA SERVED BY THE YALE HIGH SCHOOL,
YALE, MICHIGAN**

by

Wayne A. Chatterton

A PROBLEM

**Submitted to the Department of Education
of Michigan State College in partial
fulfillment of the requirements
of the degree**

MASTER OF ARTS

Department of Education

1942

**BUREAU OF EDUCATIONAL RESEARCH
COLLEGE OF EDUCATION
MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN**

WITHDRAWN 1987

**MICHIGAN STATE UNIVERSITY
INSTRUCTIONAL MATERIALS CENTER
COLLEGE OF EDUCATION**

4/5730 510

ACKNOWLEDGEMENTS

**This study was conducted under the
direction of the following committee:**

Dr. L. J. Luker - Chairman

Dr. M. J. Williams - Member

Mr. E. H. Thorne - Member

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
The Problem	1
Purposes of the Study	2
Definitions of Terms Used	3
II. PREPARATION FOR THE SURVEY	5
Preparing the Community for the Survey	6
Formulation of the Firm Schedule and Directions for Completing It	10
Selecting the Enumerators	11
Training the Enumerators	12
Listing of Establishments	15
III. THE ENUMERATION AND PRESENTATION	15
Presentation of Data on Full-time Jobs	16
Explanation of Occupational Groupings	21
Hiring Requirements for Young Workers	26
Requirements for Young Professional and Managerial Workers	28
Requirements for Young Women Clerical Workers	29
Requirements for Young Salesworkers	31
Requirements for Young Men Service Workers	33
Requirements for Young Men Skilled Workers	35
Requirements for Young Men Semi-skilled Workers	37
Requirements for Young Women Semi-skilled Workers ...	39
Requirements for Young Men Unskilled Workers	39
Industries in the Yale Area	43

TABLE OF CONTENTS (cont.)

Chapter	Page
Where Young and Adult Men and Women Work	46
Where Jobs for Young Workers are Found	50
The Recency of Hiring of Youth	51
Qualifications for Part-time Workers	52
Qualification Requirements for Potential Occupations.	53
Other Considerations Affecting the Employment of Youth	54
Traits or Habits Limiting the Employment of Youth ...	60
Sources of Recruitment for New Employees	62
IV. INAUGURATION OF THE SYSTEM OF PLACEMENT	65
The Filing of Information for the Placement Office ..	67
Matching the Youth With the Job	67
Perpetuation of the Placement Plan	71
V. SUMMARY AND CONCLUSIONS	73
Summary	73
Conclusions	74
APPENDIX	78
BIBLIOGRAPHY	98

LIST OF TABLES

Table	Page
I. Kinds of Full-time Jobs for Young Men and Adult Men ...	19
II. Kinds of Full-time Jobs for Young Women and Adult Women	20
III. What the Employers of 9 Young Professional and Managerial Workers Require When Hiring	27
IV. What the Employers of 14 Young Women Clerical Workers Require When Hiring	30
V. What the Employers of 30 Young Salesworkers Require When Hiring	32
VI. What the Employers of 10 Young Men Service Workers Require When Hiring	34
VII. What the Employers of 14 Young Men Skilled Workers Require When Hiring	36
VIII. What the Employers of 49 Young Men Semi-skilled Workers Require When Hiring	38
IX. What the Employers of 11 Young Women Semi-skilled Workers Require When Hiring	40
X. What the Employers of 64 Young Men Unskilled Workers Require When Hiring	41
XI. Where Young Men and Adult Men Work	47
XII. Where Young Women and Adult Women Work	48
XIII. Where Jobs for Young Workers Are Found	49
XIV. Religious Preferences of Heads of Establishments	55
XV. Factors Considered by 21 Establishment Heads in Employing, Promoting, and Retaining Employees in Construction, Finance, etc.	56
XVI. Factors Considered by 6 Establishment Heads in Employing, Promoting, and Retaining Employees in Manufacturing, Printing and Publishing Industries	57
XVII. Factors Considered by 74 Establishment Heads in Employing, Promoting, and Retaining Employees in Wholesale and Retail Trade	58

LIST OF TABLES (cont.)

Table		Page
XVIII.	Factors Considered by 51 Establishment Heads in Employing, Promoting, and Retaining Employees in the Service Industries	59
XIX.	Undesirable Traits or Habits for Which Establishment Heads Would Not Employ, Retain, or Promote Applicants or Employees	61
XX.	Recruitment Sources of New Employees Used or That Would Be Used by Establishment Heads	63

CHAPTER I

INTRODUCTION

Hypothesis. The present program of the Yale High School does not furnish its graduates, drop-outs, and in-school students with adequate occupational information.

The Problem

Statement of the problem. The author, having observed that there exists a demand for people with sufficient training of the type required to properly fill the occupational vacancies other than actual farming operations in the area served by the Yale High School, and also, that there exists a lack of adequate occupational information from this area available to counselors and high school students, graduates, and drop-outs, has elected: first, to contact employers to determine what jobs are available to youth under age twenty-five and the qualifications they require of their full time and part time youth employees; second, to suggest needed revisions for the present high school program with the findings; third, to interview in-school students, graduates, and drop-outs to obtain such information as would be helpful in placing them on jobs for which they are best fitted; and, fourth, to inaugurate a workable system of placement into the regular program.

Delimitation of the problem. The study is limited to those cities and villages, incorporated and unincorporated, which are served by the Yale High School. It is also limited to those students in grades nine to twelve, inclusive, and to those youth under twenty-five years of age who

have graduated from, plan to graduate from, or have dropped out of high school.

Purposes of the Study

The purposes of this study are:

- A. To determine by means of a firm schedule and personal interview by high school student enumerators the following:
 1. The kinds of jobs that are most important to the employment of young men and adult men and to the employment of young women and adult women.
 2. The qualifications that employers demand from young workers hired in various industries or for various kinds of jobs.
 3. The industries that are most important to the employment of youth and adults in the Yale Area.
 4. The industries where certain types of jobs are found.
 5. The recency of hiring of employed youth in the Yale Area.
 6. Methods used for the recruitment of new employees by industry.
 7. The occupations that employers would add to their establishments if they could obtain satisfactory employees for each, and the qualifications for each of these occupations on which youth would be employed.
- B. To assemble the results of the above findings having a direct relationship to the problem.
- C. To summarize the findings gained from this study in a form easily interpreted and used.
- D. To suggest needed revisions of the present high school program in accordance with the findings.
- E. To inaugurate into the program a workable plan of placement for in-school students, graduates, and drop-outs; placements to be made on the basis of information gained from the following sources:
 1. Questionnaires submitted directly to interested in-school students.

2. Questionnaires submitted through high school students to graduates and drop-outs.
3. Firm schedule results as regards occupational openings and job qualifications.

Definitions of Terms Used

Industry. An industry is a particular branch of work, trade, or activity with certain general characteristics sufficiently defined to distinguish it from other branches. (Each establishment is classified within an industrial grouping whether it be a grocery store, doctor's office, church, factory or any other type of establishment giving employment to one or more individuals.)

Establishment. An establishment is an agency, organization, institution, person or group of persons offering products and/or services to the public. For example, a minister, a service club, a doctor, a factory, a grocery store or a carpenter is an establishment.

Occupation or job. These terms may be defined as the vocation, or calling that occupies or engages the greater part of the time or attention of an individual or group of individuals for which some form of remuneration is received. (Experts in the field hold that a job may be defined as a group of identical positions and an occupation as a group of similar jobs.)

Study, survey or inventory. These terms may be generally defined as the collection of data relative to a particular problem at a particular locality during a specified period of time, and the presentation, analysis, and interpretation of such data. (Inventory implies periodic recountings.)

Questionnaire or schedule. A questionnaire or a schedule is a form containing those items so stated and arranged as to reveal data satisfactorily

sufficient and of such a nature as to result in a solution of the problem for which the study was begun. (Although these terms are to be interpreted as having the same meaning, it is recognized that the questionnaire is sometimes referred to as a list of questions sent to an informant and a schedule as a group of items, objective in nature, which is completed by an enumerator who visits the informant. However, in popular usage as in this study, no differentiation is made between the two terms.)

Enumerator. The enumerator is that individual who interviews the informant and obtains, or attempts to obtain, from him the information called for in the schedule.

Informant. The informant is that individual (in this study always the head or one of the heads of an establishment) who answers the questions asked by the enumerator and called for in the schedule.

CHAPTER II

PREPARATION FOR THE SURVEY

Determination of the scope of the area. As stated in the title of this manuscript, the area to be considered a unit for this study was to be "the area served by the Yale High School". In other words, only those industries located in the towns or rural areas that sent their children to the Yale High School were to be considered a part of the unit.

It was necessary to give attention to another consideration in determining the scope of the area. The territory that was serviced by the City of Yale insofar as retail trade was concerned was also considered as was the Yale labor area, or that area that supplied Yale's chief industrial concerns with laborers.

The task of determining the scope of the area served by the Yale High School was relatively simple. All that was necessary was a checking of the addresses of all out of town students enrolled in grades nine to twelve, inclusive, for the present school year 1940-'41 and also for two years previous. This prevented the omission of areas ordinarily sending youth to Yale High School but which were not represented during the present year. The necessary information was easily obtained by checking school records for these years and the process gave definite boundaries and was relatively free from error.

In determining the retail market area little could be done except to question several of the leading retail dealers in the town as to the area they considered their trade area. It was found that this resulting unit corresponded very well with the area served by the high school and served to confirm the accuracy of the results of that consideration.

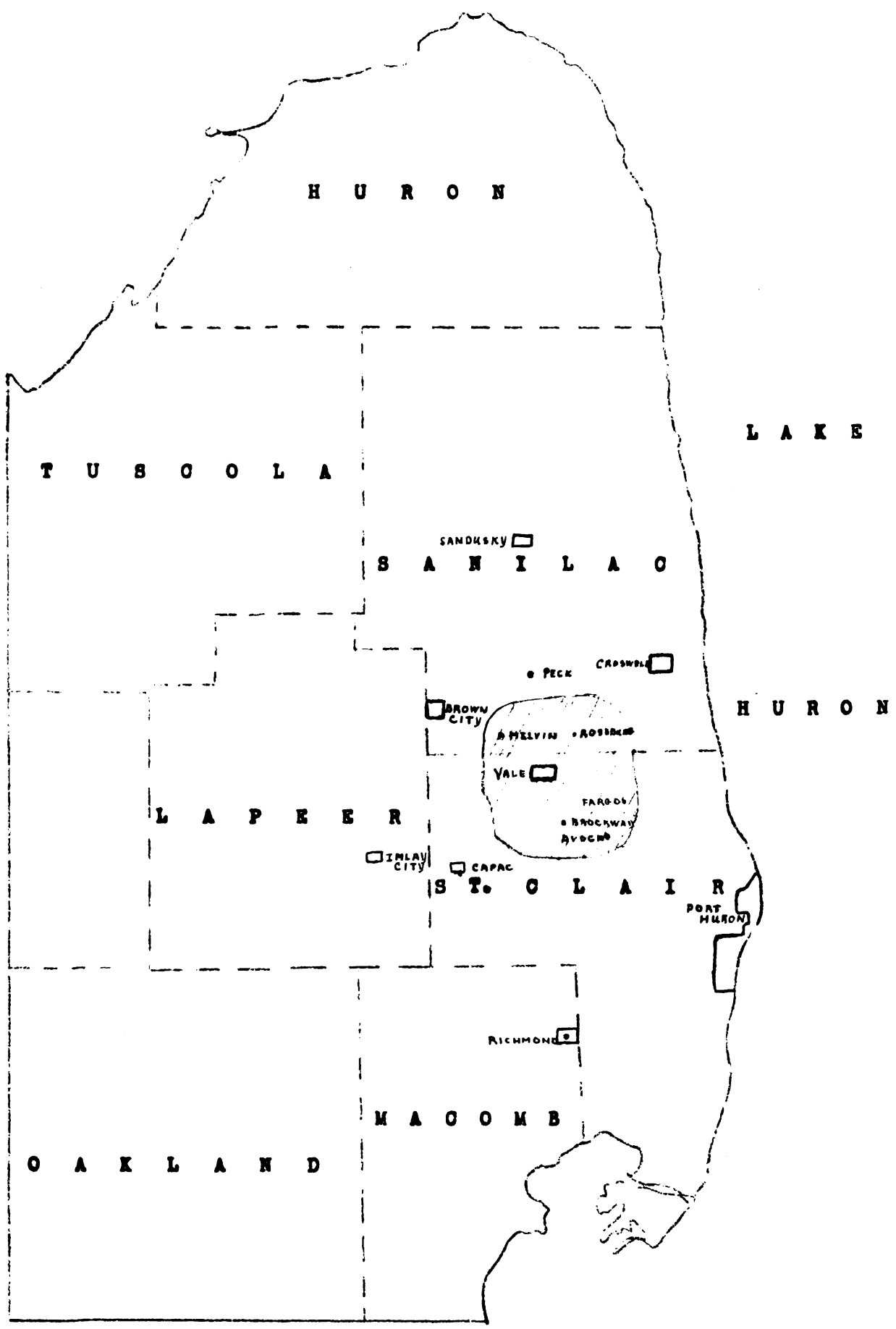
The labor market area, or that territory that supplied Yale with laborers for its chief industrial concerns, did not correspond exactly to the area resulting from the above considerations. It was found, for instance, that the village of Peck, located ten miles north of Yale, supplied the leading manufacturing concern with several of its laborers. Peck, however, maintained a twelve grade high school which served an area of its own. It was finally decided to abide by the results of the first two considerations and to disregard the latter one.

The resulting unit includes the town of Yale with its 1500 inhabitants, located on State Highway M-19 twenty-eight miles northwest of Port Huron, and the villages of Melvin, Fargo, Avoca, Roseburg, and Brookway and establishments in the area outside of these centers. This unit, in the Central Thumb Area of Michigan, comprises an approximate land area of 144 square miles or about ninety-two thousand acres and has a total population of some 7000 persons, more or less. Its outer limits are approximately fifteen miles from Sandusky on the north; eight miles from Croswell on the northeast; fifteen miles from Lake Huron on the east; eighteen miles from Port Huron on the southeast; nineteen miles from Richmond on the south and thirteen miles from Inlay City on the southwest. (See accompanying map.)

Preparing the Community for the Survey

The first step taken in preparation for the survey was that of the author's contacting several community leaders and businessmen interested in youth problems for the purpose of explaining to them the plan and thereby enlisting their support.

THE YALE AREA



Several businessmen known to be somewhat skeptical and conservative in their thinking were contacted in order that the author might become acquainted with some of the objections he would most likely meet with. This step was fortunately one in the right direction for through these discussions the support of several important persons was gained.

It was quite essential that the support of the superintendent and principal of the Yale Public Schools be gained before proceeding further, since the actual enumeration was to be done by high school students, and, at times, during school hours. This was accomplished through several discussions with each of the administrators and finally by inviting the Coordinator of Community Relations of the National Youth Administration to call at the school and explain to the administrators the advantages to be derived from such a survey. This man was also associated with the Occupational Analysis Center of the Michigan State Employment Service which had begun experimentation upon the procedures to be followed in conducting job surveys.

The plan was submitted to the school board at one of its regular monthly meetings by the Superintendent of Schools. The board showed considerable interest and promised its support.

Before actually attempting the survey the author thought it necessary that the support of the Yale Businessmen's Club be enlisted, inasmuch as this club is the largest and most active in Yale and is primarily interested in the welfare of youth. After explaining the plan to the president of the Club, the author was invited to attend one of its regular meetings as guest speaker and was given the privilege of inviting an outside speaker

who could speak authoritatively on the subject of surveys. The speaker invited for this occasion was the Coordinator of Community Relations referred to above and both he and the writer addressed the Club, after which the group voted unanimously to support the project. Present at this meeting were the newspaper editor, superintendent of schools, superintendent of the largest manufacturing industry, and all but a few of the city's leading businessmen.

Just before the close of the meeting, tentative copies of the Occupational Qualifications Inventory Schedule were submitted to all members of the club with the request that each member add any part or parts that he felt should be included in a survey of this nature. They were asked to return the schedules with suggestions to the club president at the next regular meeting. Several valuable suggestions were obtained in this manner, but more important than this, the survey, in part at least, became a product of the community, with the individuals whose support was essential, actually contributing toward the formulation of the plan.

The first direct explanation of the nature and purpose of the survey to the general public was given in a news release to the local newspaper, October 24, 1940. (See News Release Number , page

To aid in the introduction of and the selling of the community on the general program, the "odd job service" was begun. All in-school students from grades seven to twelve were permitted to enroll as applicants for odd job openings. It will be noted that mention of this service had been made in the news release of October 24, 1940. Now the second newspaper release was made further informing the community of this service. (See News Release Number 2, page Enrollees were required to fill out a form for this

purpose (See Form A, page 78) and each enrollment form when complete was placed in a file and arranged alphabetically with the others. This service had the quality of being something tangible and of bringing about immediate results as several calls were cared for immediately and with satisfaction to the employers.

Formulation of the Firm Schedule and Directions for Completing It

As has been stated on the preceding page, tentative copies of the Occupational Qualifications Inventory Schedule had by this time been prepared and submitted to members of the Yale Businessmen's Club for criticism and suggestions. This schedule had been formulated in part from the schedule used by the Economic Analysis Unit of the Occupational Analysis Center, Michigan State Employment Service, Detroit, Michigan. Most of the remainder of the schedule contained items designed to fit this particular school and community. Items on special training and experience or skills considered in employing youth under twenty-five were arrived at through the author's interviewing the four teachers who had charge of the four departments of vocational education in the Yale High School. These teachers were asked to list all the special skills taught in their departments which might aid youth in preparing for and obtaining jobs in the Yale Area. The few remaining items were added by the author to further aid in the solution of the problem for which the study was begun.

The final schedule which came to be known as the "Occupational Qualifications Inventory, Form 1A" (see page 79) contained, except for a few minor alterations, all items listed on the tentative schedule and in

addition those suggested by members of the club. To make for ease in enumeration the schedule was printed. This was done at a nominal cost at the local printing office and under the supervision of the local editor.

The directions for completing schedule items one through nine and fourteen through twenty-three with a few minor revisions were formulated from the "Instructions to Enumerators" as contained in "A Manual for Conducting a Job Opportunities Inventory". ^{1/} The directions for completing all other items were prepared by the author. All directions for completing items were numbered consecutively to correspond with schedule item numbers and this complete set of directions was given the name "Tips to Enumerators". (See Form 1C, page 90)

Selecting the Enumerators

With the support of the employers and other necessary groups satisfactorily assured the next step became that of selecting the enumerators, which requires care and familiarity with the available personnel or the assistance of someone familiar with the group, generally a teacher.

In this particular instance the writer, having been a teacher in the school for more than three years, was in a good position to select the enumerators from the group of volunteers. He obtained the advice of other teachers and the administrators whenever in doubt and was thus able to select enumerators capable of doing the work.

The enumerators, thirteen in all, ranged from the tenth to the twelfth grades, inclusive, and were students whose academic standings were

^{1/}Tibbitts, Clark and Others. A Manual for Conducting a Job Opportunities Inventory. (Detroit, Michigan State Employment Service, 1940) 44 pp.

high, personal habits good, and school work status such that they could afford to miss a few hours of school to do part of the enumerating, if need be.

It is not to be misunderstood here that thirteen students were all who volunteered their services as enumerators. Approximately twenty answered the call but several were found unsuited for some reason or other before the enumeration began. The training session for enumerators which will be explained in the next session worked well to weed out these undesirables.

Care was taken, however, to prevent hard feelings on the part of these volunteers who were found unsuited for enumeration. Most of them were diplomatically transferred to the work of interviewing graduates and drop-outs (which will be explained later). This enumeration required little technical knowledge due to the simplicity of the questionnaire being used for that purpose.

Training the Enumerators

The problem immediately facing the writer now was that of training the high school student enumerators who were to visit the establishments to be surveyed.

The permission of the school administrators obtained, forty-five minute training sessions were held during and after school for a period totaling nearly two weeks. These sessions were begun with an explanation of the nature and purpose of the survey after which each enumerator was given a copy of "Tips to Enumerators" and an Occupational Qualifications Inventory Schedule, both of which he was required to study before the

next meeting.

The next session consisted chiefly of an oral quiz given for the purpose of learning at an early date of those who were neglecting to follow study procedures.

For the training sessions that followed the group was supplied with copies of the Occupational Qualifications Inventory Schedule and the instructor, acting in the capacity of employer of a fictitious firm answered the questions asked by the enumerators, after which the results were compared and the errors corrected. This procedure was repeated for several training sessions until the number of errors made became negligible.

Following the formal training session period, each enumerator was accompanied by the writer to two establishments where the enumeration process was observed, and the student was then judged ready for the field work.

Listing of Establishments

During the time the training session was in progress a complete listing of all establishments in the area was made through the use of the telephone directory which covered the entire area and, finally, by a listing of omitted establishments (those without telephones) by the enumerators who first checked those already listed for a given area and then made the rounds of their assigned area and wrote in those not included in the first listing. Part of this listing was done by out-of-school NYA clerical workers who had been assigned to the survey by interested government officials.

Students living in each of the smaller towns in the area were asked to check the establishments already listed and to add the omitted ones. Generally one evening was all that was necessary for these individuals to cover their respective towns for this listing. Establishments missed by both processes were reported to the writer when the survey was in progress and these establishments were assigned to enumerators as were the establishments on the original listing. Establishments were listed on a form purposely made very simple. (See Form B, page 84)

CHAPTER III

THE ENUMERATION AND PRESENTATION

With the survey personnel trained for interviewing and other preparations complete, the actual enumeration was begun.

Each enumerator was given a list of the establishments he was to visit and a supply of Occupational Qualifications Inventory Schedules equal in number to the number of establishments he was assigned. He was also instructed not to cover any establishments to which he had not been assigned. This was to prevent instances of two enumerators calling at the same establishments which might have had a tendency to create some antagonism on the part of certain employers. Establishments that he discovered not covered in the original listing were to be reported to the writer who assigned such establishments to enumerators best fitted to take the enumeration of them.

Enumerators, in general, were assigned establishments selected to fit their personalities, capacities, desires, and (as nearly as possible) their convenience, rather than assignment areas as is generally of necessity done in surveys of wider scope. The larger establishments and those presenting special enumeration problems were left to be later enumerated by the writer.

Prior to the enumeration of establishments outside of the City of Yale, letters were written directly to the owners and managers of establishments explaining the nature and purpose of the survey (see Form Letter 1, page 89). This procedure was necessary due to the fact that much of the publicity had gone little further than the city limits of Yale.

To further facilitate the enumeration of the establishments outside of Yale, a Yale High School student living in the town or village in which the enumeration was to be done was asked to accompany each trained enumerator to each establishment, acting as an introducer of the enumerator to the informant. This plan worked very well as it had the effect of creating in the informant a certain amount of faith and trust in the enumeration process, eliminating much of the time-taking self-introduction and explanation so often necessary in instances of over-conservative or skeptical employers.

Occasional news releases to the local newspaper kept the public informed of progress of the survey from time to time. (See News Release Number 4, page 88)

Presentation of Data on Full Time Jobs

Statistical data for full and part time jobs are presented separately in this chapter, since differences in the number of workers on these jobs and qualifications required present marked contrasts.

It will also be noted from the data that follows that not all items included in the Occupational Qualifications Inventory, Form 1 A, have been given tabular presentation. The reason for this is obvious when we consider the fact that these items omitted in the presentation were originally entered on the form only for the purpose of aiding in the proper placement of youth on jobs and would have little significance when presented statistically. For example, entries in items 8a, 8b, 8c, and 8d, which were of necessity taken by industry rather than by occupation, if given tabular presentation, would present a very confusing and misleading

picture since such entries do not represent an equal number of workers on each schedule.

A good example of this is a manufacturing establishment which employs more than 500 workers. Entries in item 8 for this industry would, if given tabular presentation, have no more weight than the entries in the same item for an establishment employing only one worker, yet to be statistically accurate the entries for the manufacturing establishment should have more than five hundred times as much weight as the entries for the establishment employing only one worker.

Those items given statistical presentation or consideration were entered on Form 1 A for the two-fold purpose of providing reliable data to be used in the counseling of youth in the area and to aid in the placement of youth on jobs.

In several instances certain data were not given in table form due to the limited number of cases presented. In such instances the more significant data were presented in paragraph form.

It is to be further noted that the information presented applies to the Yale Area specifically and cannot, without verification through other such surveys of like nature, be said to apply to all communities generally. For this reason it should not be used in counseling youth in other areas until such areas have proven that substantially the same conditions prevail there as prevail in the Yale Area. Likewise, it is not intended that all the information necessary for counseling youth in the Yale Area is to be found in this report. If the counseling process be conducted scientifically, the information contained in the following presentation will be used to supplement such national job information as is generally available

to public service agencies.

The local information needed includes such data as the kinds of jobs available in a community and the age, education, marital status, and work experience requirements for each of these kinds of jobs. These specific data which are quite likely to vary with given communities, when used to supplement the national job information which is sufficiently standardized to be applied to all communities form a dependable basis on which youth may be counseled.

As a source of this national job information the writer recommends the use of the "Dictionary of Occupational Titles, Part 1," and supplemental job descriptions for each industry. ^{1/} Valuable information may also be obtained from the United States Bureau of the Census reports. Additional information covering fewer kinds of jobs but more complete insofar as the amount of descriptive material for each job is concerned may be obtained by teachers and counselors from the Division of Guidance and Placement of the National Youth Administration for Michigan, the Occupational Information and Guidance Service of the United States Office of Education, the National Vocational Guidance Association, and the Occupational Index, Inc., of New York University.

When the inventory was taken it was found that there were 155 young men employed on full time and 13 on part time jobs; 54 young women on full time and 42 on part time jobs; 589 adult men on full time and 12 on part time jobs; and 217 adult women on full time and 30 on part time jobs.

The data on the following page shows the distribution of young and adult men and women by the kind of full time jobs in which they are employed.

^{1/} "Dictionary of Occupational Titles" (Washington: U. S. Department of Labor, 1939), U. S. Employment Service (Employment Service Division), Part 1.

Table I

KINDS OF FULL TIME JOBS FOR YOUNG MEN AND ADULT MEN

Jobs	Number		Per Cent	
	Young Men	Adult Men	Young Men	Adult Men
TOTAL	155	589	100.0	100.0
Professional and Managerial	6	136	3.9	26.5
Clerical	1	15	.6	2.5
Sales	11	13	7.1	2.2
Service	10	17	6.5	2.9
Skilled	14	150	9.0	25.5
Semi-skilled	49	82	31.6	13.9
Unskilled	64	156	41.3	26.5

Semi-skilled and unskilled jobs are more important to young men than to adult men. Seven out of every ten employed young men and only two out of every five employed adult men work in these two fields.

Skilled, professional and managerial jobs are more important to adult men than to young men. One-half of the employed adult men and only one out of five employed young men work at these jobs.

Table II

KINDS OF FULL TIME JOBS FOR YOUNG WOMEN AND ADULT WOMEN

Jobs	Number		Per Cent	
	Young Women	Adult Women	Young Women	Adult Women
TOTAL	54	217	100.0	100.0
Professional and Managerial	3	37	5.6	17.1
Clerical	14	6	25.9	2.8
Sales	19	9	35.2	4.1
Service	4	8	7.4	3.7
Skilled		76		35.0
Semi-skilled	11	77	20.3	35.5
Unskilled	3	4	5.6	1.8

Sales and clerical jobs are more important to young women than to adult women. Three out of every five employed young women and only one out of every ten employed adult women work in these two fields.

Skilled, semi-skilled, professional and managerial jobs are more important to adult women than to young women. Nearly nine out of every ten employed adult women and only three out of every ten employed young women work in these three fields.

Explanation of Occupational Groupings

The occupational groupings shown in Tables I and II on the preceding pages are the results on the part of several governmental agencies and departments to classify jobs as to skills required. These groupings are described as follows: 1/

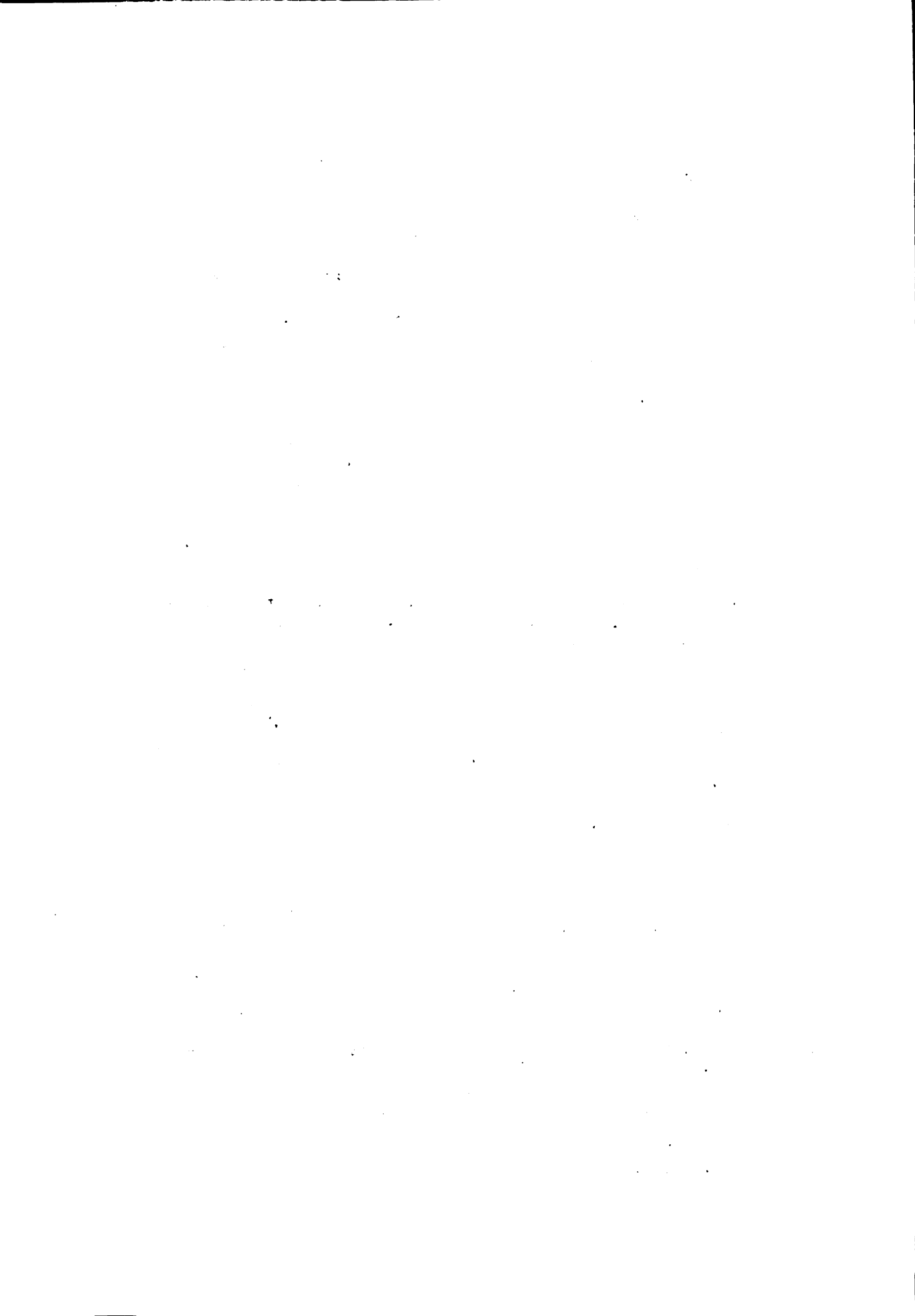
Professional. "This group includes occupations that predominantly require a high degree of mental activity by the worker and are concerned with theoretical or practical aspects of complex fields of human endeavor. Such occupations require for the proper performance of the work, either extensive and comprehensive academic study, or experience of such scope and character as to provide an equivalent background, or a combination of such education and experience.

Typical professional occupations are those of doctor, lawyer, architect, mechanical engineer, chemist, physicist, astronomer, editor, actor, and musician. Of these, mechanical engineer, architect, astronomer, and doctor are primarily concerned with the development of the practical application of formal and well-organized fields of theoretical knowledge; whereas occupations, such as editor, actor, and librarian are concerned with activities that demand acquired abilities which may properly be considered of a professional character, but may not require the background of a formal field of knowledge.

Semi-professional. Included in this group are occupations concerned with the theoretical or practical aspects of fields of endeavor that require rather extensive education or practical experience, or a combination of such education and experience for the proper performance of the work; such fields of endeavor, however, are less demanding with respect to background or the need for initiative or judgment in dealing with complicated work situations than those fields which are considered as "professional". These occupations are typically confined to relatively restricted fields of activity, many of them being concerned with the technical or mechanical details of the broader and possibly more theoretical fields of endeavor.

Chiropractors, tree surgeons, draftsmen, aviators, laboratory

1/Ibid., II, p. 9



technicians, and fingerprint experts are typical semi-professional occupations.

Managerial and Official Occupations. This group includes occupations that are involved primarily with responsible policy-making, planning, supervising, coordinating, or guiding the work-activity of others, usually through intermediate supervisors. Typical of these occupations are managers or presidents of business enterprises, superintendents of construction projects, and purchasing and advertising agents. Executive secretaries, and treasurers, although not usually involved in extensive administrative or managerial duties, are nevertheless included because of their official capacities.

In the Yale Area many adult workers are found in the managerial group because a large number of small establishments such as grocery stores, filling stations, and small restaurants are operated by one or two people. Only 6 young men and 3 young women and nearly 160 adult men and 40 adult women are employed at professional and managerial occupations.

Clerical. ^{1/} This group includes occupations concerned with the preparation, transcribing, transferring, systematizing, or preserving of written communications and records in offices, shops, and other places of work where such functions are performed. Other occupations, such as collectors, telegraph messengers, and mail carriers, although not strictly of this character are included because of their close relationship to these activities.

Most of these occupations are performed by mental and manual processes but a few include in part or in whole the operation of such machines as bookkeeping machines and calculating machines.

In the Yale Area the more typical clerical jobs are those of bookkeepers, cashiers, stenographers, and typists, telephone operators, file clerks, messenger boys and ticket agents. About 15 young women and only 16 adult women are employed at clerical occupations. Only 1 young man and 15 adult men are employed at this kind of work.

Sales. ^{1/} Included in this group are occupations concerned with the sale of commodities, investments, real estate, and services, and occupations that are very closely identified with sales transactions even though they do not involve actual participation in such transactions.

These occupations vary considerably with respect to such factors as the techniques employed in effecting sales, the knowledge required of what is offered for sale, and the place of sale (sales establishments, establishment of a prospective customer, private homes, on streets, and in other places) but they all have in common the contact with prospective customers with the objective of effecting sales transactions.

Typical of occupations engaged in actual sales are salesmen, and hucksters. Typical of the occupations that are closely identified with sales transactions, but that may not actually participate in such transactions are demonstrators and shoppers.

In short, it may be said that this group includes such jobs as sales clerks and salespersons in stores, insurance salesmen, house-to-house salesman, auto salesmen, newsboys and peddlers and that these jobs are alike in that some article is sold by the worker, but the type of selling often differs. Sales clerks work in stores and sell inexpensive articles like groceries, cigarettes, five and ten cent store merchandise, Salespersons work in stores and sell merchandise like furniture, rugs, or other expensive articles that require a good deal of selling skill; Salesmen sell merchandise outside a store, either from house-to-house or from store-to-store.

In the Yale Area some 30 young men and young women and nearly 25 adult men and women are employed at this kind of work.

Domestic Service. ^{2/} This group includes occupations concerned with the usual functions in the maintenance of households and their environs, the cooking of meals

^{1/}Ibid., II, p. 36

^{2/}Ibid., II, p. 41

the care of children, and similar services that are performed in private homes. It does not include the occupations of repairmen or tradesmen who may be called into private homes to repair or service the house or its equipment.

Personal Service. 1/ The personal service group includes occupations concerned with performing services for persons that require predominately either direct contact or close association with the individual. Typical examples are barbers, waitresses, bootblacks, and practical nurses. A few, however, such as kitchen workers and maids in hotels, may have little or no contact with the recipient of the service.

Protective Service. 2/ The protective service group includes those specifically concerned with the protection or guarding of the country or its political units, of buildings and other property, and of individuals. The services performed by such workers range from the routine duties of a watchman who guards the property of some organization, to the more complicated duties of a traffic policeman or detective, or to those of soldiers and sailors.

Building Service Workers and Porters. 3/ Included in this group are miscellaneous occupations that are concerned with cleaning the interior and equipment of buildings, offices, stores, and similar places, and with moving or carrying equipment, baggage, and other articles. Elevator operator although not strictly of this character is included here because it is a type of building service rather than a personal service.

It is to be noted that the general grouping of "service" occupations was given in Tables I and II. Another group, "domestic service workers", although described above, was not included in the Yale Area survey. Some of the more common personal service jobs were found to be hotel cooks, kitchen workers, waiters and waitresses, barbers and beauty operators, and theater ushers. The more common protective and building service jobs were found to be deputy sheriffs and city employed fire marshalls and public and privately employed janitors.

1/Ibid., II, p. 42

2/Ibid., IV, p. 49

3/Ibid., II, p. 51

There are only 10 young men and nearly 20 adult men who work at service jobs. Only 4 young women and 8 adult women work at these jobs. Of the 14 young workers, 12 are in personal service jobs.

Skilled. ^{1/} This group includes craft and manual occupations that require predominantly a thorough and comprehensive knowledge of processes involved in the work, the exercise of considerable independent judgment, usually a high degree of manual dexterity, and, in some instances, extensive responsibility for valuable product or equipment. Workers in these occupations usually become qualified by serving apprenticeships or extensive training periods.

In the Yale Area the common skilled jobs include weavers, loom fixers, foremen, and upholsterers in textile manufacturing plants; and carpenters, painters and masons, mechanics and bakers. Only 14 young men and 150 adult men work at skilled jobs. There are no young women and about 75 adult women employed at this kind of work.

Semi-skilled. ^{2/} This group includes manual occupations that are characterized by one, or a combination of parts, of the following requirements: The exercise of manipulative ability of a high order, but limited to a fairly well defined work routine; major reliance, not so much upon the worker's judgment or dexterity, but upon vigilance and alertness, in situations in which lapses in performance would cause extensive damage to product or equipment; and the exercise of independent judgment to meet variables in the work situation, which is not based on wide knowledge of a work field and with the nature and extent of the judgments limited either (a) by application over a relatively narrow task situation or (b) by having important decisions made by others. These occupations may require the performance of part of a craft or skilled occupation, but usually to a relatively limited extent.

Semi-skilled jobs most common to the Yale Area include textile spoolers, scutchers, sewers in textile industries; drivers, filling station attendants and apprentice embalmers. About 50 young men and 85 adult men

^{1/}Ibid., II, p. 59

^{2/}Ibid., II, p. 115

work at semi-skilled jobs. Only 11 young women and nearly 80 adult women are employed at this kind of work.

Unskilled. ^{1/} This group includes manual occupations that involve the performance of simple duties that may be learned within a short period of time and that require the exercise of little or no independent judgment. Characteristically, such occupations do not require previous experience in the specific occupation in question, although a familiarity with the occupational environment may be necessary or very desirable. The occupations in the group vary from those involving a minimum of physical exertion to those characterized by heavy physical work.

In the Yale Area this group includes such jobs as, roving and filling carriers, trucker helpers, graders and brake hands in textile manufacturing plants; construction and general laborers in road building, and mechanic helpers in automotive industries. About 70 young men and nearly 160 adult men work at unskilled jobs. Only 3 young women and 4 adult women are employed at this kind of work.

Hiring Requirements for Young Workers

The hiring requirements shown in the following tables are not meant to be the highest or the lowest requirements for either the best or poorest worker, rather the usual requirements for the average worker to do work of a quality that in the opinion of the employer is satisfactory.

Furthermore, the data on requirements, as those on other portions of the study, are meant to present a picture of the situation as it existed during the winter and early spring 1940-1941 when the inventory was taken.

^{1/}Ibid., II, p. 241

Table III

WHAT THE EMPLOYERS OF 9 YOUNG PROFESSIONAL AND MANAGERIAL
WORKERS REQUIRE WHEN HIRING

Requirements	Specifications	Number	Per Cent
Desired Age	18-20	3	33.3
	21-22	1	11.1
	23-35	3	33.3
	36-45	2	22.1
Minimum Age	16	1	11.1
	17	1	11.1
	20	1	11.1
	21	5	55.5
	23	1	11.1
Marital Status ^{1/}	Single	1	11.1
	Married	0	0.0
	No Preference	8	88.8
Education	None	1	11.1
	8th Grade	0	0.0
	Some High School	1	11.1
	High School Graduation	4	44.4
	Some College	0	0.0
	College Graduation	3	33.3
Vocational Training	None	4	44.4
	General Training	0	0.0
	Specific Training	0	0.0
	Apprenticeship	5	55.5
Work Experience	None	5	55.5
	Any Job	0	0.0
	Similar Job	1	11.1
	Same Job	3	33.3

^{1/} Marital Status for occupation on which youth were employed was determined by industry within which the occupation was found.

Requirements for Young Professional and Managerial Workers

The table above shows that nearly one-half of the young professional and managerial workers are required to have graduated from high school and one-third from college in order to qualify for these jobs. In more than one-half of the cases some form of apprenticeship is necessary. Work experience is also required in almost one-half of the cases.

Very few young workers under 21 years of age have any chance of becoming employed on these jobs, however, only one employer expressed any preference as to the marital status of the youth employed.

There are nine young workers in this group of professional and managerial workers. Of these: 6 are young men; 4 are managers--1 in a trucking and wholesale establishment, 1 in a retail grocery store, 1 in a dry-cleaning establishment, and 1 is a floor manager in a roller-skating rink; 1 is a teacher, and 1 is a veterinarian. Three are young women: 1 is a teacher, 1 is a variety store manager, and 1 is a manager of a telephone company branch office.

There are 195 adults employed as professional and managerial workers. Of these: 156 are men; 75 are managers of retail and wholesale establishments which include clothing, shoes, furniture, groceries and/or meats, dairy products, baked goods, gas and oil, automobiles and accessories, hardware and/or farm implements, radios, feed, meals and/or liquors and/or beer; 11 are city government officials; 8 are managers in textile manufacturing; 5 in establishments manufacturing materials other than textiles; 5 each in contracting concerns and amusement places; 2 each in banks, post offices, and trucking concerns, and 1 each in public utilities, dry-cleaning, and upholstery establishments. Of the professional men 12 are school administrators

and teachers, 8 are clergymen, 6 are physicians, 5 are pharmacists, 4 are undertakers, 2 are attorneys, 2 are dentists, 1 is a publisher, 1 is an optometrist, and 1 is an engineer.

Thirty-seven adult workers in this group are women. Of these: 18 are managers in retail and wholesale establishments, 2 in post offices, 1 each in a bank, a manufacturing plant, an amusement place, and a city government office. In the professional group 8 are teachers, 2 are registered nurses, 1 a newspaper (social) editor, 1 a pharmacist, and 1 a librarian.

Requirements for Young Women Clerical Workers

Table IV on the following page shows that young women seeking clerical jobs must have attended high school and 7 out of every 10 must have graduated in order to be hired.

Employers prefer young women clerical workers who are at least 18 years of age, although they will hire young women who are 16 or 17 for nearly one-half of the jobs. No young women need work experience for these jobs.

The employers of nearly one-third of the young women clerical workers require that they be unmarried, while the employers of the remaining 9 workers have no preference as to the marital status of the youth.

There are 14 young women in this group of clerical workers. Of these: 5 are telephone operators; 5 are bookkeepers and cashiers; 2 are post office clerks; 2 are stenographers and typists; 1 is a general clerk in industry; and 1 is a dentist's assistant.

The young man employed as a clerical worker is a checker in a grocery store.

Table IV

WHAT THE EMPLOYERS OF 14 YOUNG WOMEN CLERICAL WORKERS
REQUIRE WHEN HIRING ^{1/}

Requirements	Specifications	Number	Per Cent
Desired Age	18-25	11	78.6
	30-34	2	14.3
	Any Age	1	7.1
Minimum Age	16	5	35.7
	17	1	7.1
	18	4	28.6
	19	1	7.1
	21	2	14.3
	Any Age	1	7.1
Marital Status ^{2/}	Single	5	35.7
	Married	0	0.0
	No Preference	9	64.3
Education	None	0	0.0
	8th Grade	0	0.0
	Some High School	4	28.6
	High School Graduation	10	71.4
	Some College	0	0.0
	College Graduation	0	0.0
Vocational Training	None	9	64.3
	General Training	2	14.3
	Specific Training	3	21.4
	Apprenticeship	0	0.0
Work Experience	None	14	100.0
	Any Job	0	0.0
	Similar Job	0	0.0
	Same Job	0	0.0

^{1/} One young man is employed as a clerical worker.

^{2/} Marital status for occupation on which youth were employed was determined by industry within which the occupation was found.

There are also 21 adults employed as clerical workers. Of these: 15 are men; 6 are city and rural mail carriers and post office clerks, 4 are bookkeepers, 4 are railroad agents and clerks, and 1 is a clerk in a county garage. Six are women: 2 are bookkeepers, 2 are telephone operators, 1 is a clerk in a public utilities office, and 1 is a stenographer in a manufacturing plant.

Requirements for Young Salesworkers

In Table V on the page following it will be noted that employers of 3 out of every 5 of these young salesworkers want them to have at least a high school education.

No preference as to marital status was the reaction of the employers of nearly one-half of the young salesworkers.

Employers of 3 out of every 5 salesworkers desire that these youth for whom consideration is given as applicants be within the age range of 18 to 20 years, inclusive. Furthermore, they will hire young people 18 years old in preference to those under 18 years.

There are 30 young people employed at sales jobs. Of these: 11 are young men: 9 are sales clerks; 1 is a salesperson; and 1 is a salesman. Nineteen are young women: 17 are salesclerks; and 2 are salespersons.

There are also 22 adults employed at sales jobs. Of these: 13 are men; 10 are salesmen; 2 are salespersons; and one is a salesclerk. Nine are women: 5 are salesclerks; 3 are salespersons; and 1 is a saleswoman.

The fact that nearly 60% of all employed salesworkers are youth

Table V

WHAT THE EMPLOYERS OF 30 YOUNG SALESMEN REQUIRE
WHEN HIRING

Requirements	Specifications	Number	Per Cent
Desired Age	18-20	18	60.0
	21-22	5	16.7
	25-29	2	6.7
	30-34	2	6.7
	40 and over	2	6.7
	Unknown	1	3.3
Minimum Age	16	7	23.3
	17	3	10.0
	18	15	50.0
	20	2	6.7
	21	1	3.3
	22	1	3.3
	Unknown	1	3.3
Marital Status ^{1/}	Single	12	40.0
	Married	2	6.7
	No Preference	14	46.7
	Unknown	2	6.7
Education	None	4	13.3
	8th Grade	2	6.7
	Some High School	5	16.7
	High School Graduation	18	60.0
	Some College	0	0.0
	College Graduation	0	0.0
	Unknown	1	3.3
Vocational Training	None	25	83.3
	General Training	1	3.3
	Specific Training	3	10.0
	Apprenticeship	0	0.0
	Unknown	1	3.3
Work Experience	None	18	60.0
	Any Job	1	3.3
	Similar Job	10	33.3
	Same Job	0	0.0
	Unknown	1	3.3

^{1/} Marital status for occupation on which youth were employed was determined by industry within which the occupation was found.

would seem to indicate that greater opportunities for employment in this field are offered them than are offered adults. This contention may be further substantiated by the fact that employers of 4 out of every 5 of these youth will hire inexperienced young people who have had no special training.

Requirements for Young Men Service Workers

In Table VI it may be seen that employers of service workers place little stress on the requirements of education or vocational training. Previous work experience is important for one-half of these jobs. Training and/or work experience is usually necessary only for such specific jobs as barbers and bartenders.

Marital status is a negligible consideration in the employing of young men for this kind of jobs.

In 3 out of every 10 cases employers prefer to hire service workers 22 years of age and under. Employers of 2 out of every 10 workers will hire youth 16 years of age and the employers of an equal number will employ youth 18 years of age. Employers of 3 out of every 10 workers will employ young men who are 20 years of age and the employers of an equal number will hire youth 21 years of age.

There are 10 in the group of service workers. Of these: 3 are bartenders, 2 are kitchen workers in hotels and restaurants, 2 are barbers and beauticians, 2 are guards and watchmen, and 1 is a waiter.

Of the 4 young women employed as service workers, 2 are beauticians, 1 is a maid (medical), and 1 is a waitress.

There are also 25 adults employed as service workers. Of these:

Table VI

WHAT THE EMPLOYERS OF 10 YOUNG MEN SERVICE WORKERS REQUIRE
WHEN HIRING ^{1/}

Requirements	Specifications	Number	Per Cent
Desired Age	18	2	20.0
	21-22	1	10.0
	30-34	2	20.0
	Unclassifiable ^{2/}	4	40.0
	Unknown	1	10.0
Minimum Age	16	2	20.0
	18	2	20.0
	20	3	30.0
	21	3	30.0
Marital Status ^{3/}	Single	0	0.0
	Married	0	0.0
	No Preference	7	70.0
	Unknown	3	30.0
Education	None	6	60.0
	8th Grade	1	10.0
	Some High School	2	20.0
	High School Graduation	0	0.0
	Some College	0	0.0
	College Graduation	0	0.0
	Trade School	1	10.0
Vocational Training	None	8	80.0
	General Training	0	0.0
	Specific Training	2	20.0
	Apprenticeship	0	0.0
Work Experience	None	5	50.0
	Any Job	0	0.0
	Similar Job	4	40.0
	Same Job	1	10.0

^{1/} Four young women are employed as service workers.

^{2/} This group includes the categories 18-35 and 21 or over.

^{3/} Marital status for occupation on which youth were employed was determined by industry within which the occupation was found.

17 are men; 6 are janitors, 4 are barbers, 3 are bartenders, 2 are watchmen, 1 is a waiter, and 1 is a ticket clerk. Eight are women; 4 are practical nurses, 2 are beauticians, 1 is a waitress, and 1 is a maid.

Requirements for Young Men Skilled Workers

As is indicated in Table VII, high school education and some work experience are required of young men for employment on most of the skilled jobs open to them. Vocational training is important for fewer than one-half of those jobs.

Although employers of nearly one-half of these youth will hire young men of 18 years, more than one-half of these young men are hired by employers who prefer to hire workers 20 years of age or older.

Marital status is a negligible consideration as a hiring requirement for young men in this kind of jobs.

There are 14 young men in this group of skilled workers. Of these: 6 are mechanics and repairmen; 2 are carpenters and stone masons; 1 is a butcher; 1 is a baker; 1 is an upholsterer; 1 is a motion picture projectionist; 1 is a typesetter; and 1 is a dresser tender in the textile industry.

There are also 226 adults employed as skilled workers. Of these: 150 are men; 73 are weavers in textile manufacturing, 17 are foremen of departments in a textile manufacturing plant, 15 are mechanics and servicemen, 11 are dressers in textile manufacturing, 10 are loom-fixers in the textile industry, 5 are carpenters and masons, 4 are engineers, 3 are electricians, 3 are butchers and meatcutters, 2 are building contractors

Table VII

WHAT THE EMPLOYERS OF 14 YOUNG MEN SKILLED WORKERS REQUIRE
WHEN HIRING

Requirements	Specifications	Number	Per Cent
Desired Age	18-19	3	21.4
	20-25	7	50.0
	26-29	1	7.1
	40 and over	1	7.1
	Unknown	2	14.2
Minimum Age	18	6	42.9
	20	4	28.6
	22	2	14.2
	Unknown	2	14.2
Marital Status ^{1/}	Single	0	0.0
	Married	0	0.0
	No Preference	12	85.7
	Unknown	2	14.2
Education	None	1	7.1
	8th Grade	0	0.0
	Some High School	3	21.4
	High School Graduation	8	57.1
	Some College	0	0.0
	College Graduation	0	0.0
Vocational Training	None	7	50.0
	General Training	4	28.6
	Specific Training	1	7.1
	Apprenticeship	0	0.0
	Unknown	2	14.2
Work Experience	None	3	21.4
	Any Job	0	0.0
	Similar Job	4	28.6
	Same Job	5	35.7
	Unknown	2	14.2

^{1/} Marital status for occupation on which youth were employed was determined by industry within which the occupation was found.

and foremen, 2 are painters and interior decorators, 2 are plumbers, 2 are blacksmiths, and 1 is a welder. Seventy-six are women; 73 are weavers in the textile industry, 1 is a baker, 1 is a dressmaker, and 1 is a seamstress.

Requirements for Young Men Semi-skilled Workers

Table VIII indicates that employers place little restriction on their requirements for young men seeking semi-skilled jobs. In general they do not require vocational training, work experience, or high school graduation. However, employers of more than 3 out of every 5 of these young workers do require at least some high school work.

Young men seeking semi-skilled jobs stand a better chance for employment if they are 18 years old or over. In fact, employers of nearly 4 out of every 5 of these young workers desire that the young workers they hire for this kind of jobs be within the age range of 18-22 years, inclusive. Persons under 18 years have very little chance for these jobs.

There are 49 young men in this group of semi-skilled workers. Of these: 27 are workers in the spinning department of a textile plant; 10 are drivers; 7 are filling station attendants; 3 are apprentices in printing and other trades; 1 is a bakery worker; and 1 is a welder.

There are also 82 adult men employed as semi-skilled workers. Of these: 27 are truck drivers; in the textile industry 12 are spinners, 9 are mule-fixers, and 5 are firemen; 5 are gas station attendants; 5 are road equipment operators; 3 are sausage makers; 2 are perchers in the weaving department of a textile plant; 2 are scutchers in a flax mill; 2 are yard men in lumber and coal establishments; 2 are dairy route men;

Table VIII

WHAT THE EMPLOYERS OF 49 YOUNG MEN SEMI-SKILLED WORKERS
REQUIRE WHEN HIRING ^{1/}

Requirements	Specifications	Number	Per Cent
Desired Age	18-19	21	42.9
	18-22	18	36.7
	23-24	1	2.0
	25-29	4	8.2
	Unclassifiable ^{2/}	5	10.2
Minimum Age	16	3	6.1
	18	39	79.6
	20	4	8.2
	21	1	2.0
	Unknown	2	4.1
Marital Status ^{3/}	Single	0	0.0
	Married	3	6.1
	No Preference	46	93.9
Education	None	5	10.2
	8th Grade	4	8.2
	Some High School	32	65.3
	High School Graduation	8	16.3
	Some College	0	0.0
	College Graduation	0	0.0
Vocational Training	None	42	85.7
	General Training	0	0.0
	Specific Training	1	2.0
	Apprenticeship	6	12.2
Work Experience	None	33	67.3
	Any Job	1	2.0
	Similar Job	8	16.3
	Same Job	7	14.3

^{1/} Eleven young women are employed as semi-skilled workers. (See page 40)

^{2/} This group includes the categories 18-40, 20-30, and 20-35.

^{3/} Marital status for occupation on which youth were employed was determined by industry within which the occupation was found.

2 are practical engineers and mechanics; 1 is a dairy plant man; 1 is a mason's assistant; 1 is a deliveryman; 1 is a journeyman barber; 1 is an apprentice embalmer; and 1 is a laborer in a blacksmith shop.

Requirements for Young Women Semi-skilled Workers

As may be seen in Table IX, the employers of 10 out of the 11 young women semi-skilled workers require at least some high school and the employer of 1 young worker required high school graduation, but none of the employers required any work experience or vocational training.

Employers of 10 of these 11 young workers prefer to hire youth within the age range of 18 to 19 years and none will employ youth under 18 years of age.

None of the employers expressed any preference as to the marital status of the youth they hire for these jobs.

Of the 11 young women semi-skilled workers, 10 are burlers in the finishing department of a textile manufacturing plant and one is a finisher and seamstress in a dry-cleaning establishment.

Seventy-seven adult women are also employed as semi-skilled workers. Of these: 22 are sewers in the finishing department, 20 are spoolers in the dressing department, 18 are spinners in the spinning department, 10 are burlers in the finishing department, and 6 are drawer-ins in the weaving department of a textile manufacturing plant; and one is a custom sewer.

Requirements for Young Men Unskilled Workers

The data for unskilled workers are given in Table X and represent the greatest number of employed youth workers in the area.

Table IX

WHAT THE EMPLOYERS OF 11 YOUNG WOMEN SEMI-SKILLED WORKERS
REQUIRE WHEN HIRING ^{1/}

Requirements	Specifications	Number	Per Cent
Desired Age	18-19	10	90.9
	21-22	1	9.1
Minimum Age	18	11	100.0
Marital Status ^{2/}	Single	0	0.0
	Married	0	0.0
	No Preference	11	100.0
Education	None	0	0.0
	8th Grade	0	0.0
	Some High School	10	90.9
	High School Graduation	1	9.1
	Some College	0	0.0
	College Graduation	0	0.0
Vocational Training	None	11	100.0
	General Training	0	0.0
	Specific Training	0	0.0
	Apprenticeship	0	0.0
Work Experience	None	11	100.0
	Any Job	0	0.0
	Similar Job	0	0.0
	Same Job	0	0.0

^{1/} Forty-nine young men are employed as semi-skilled workers.
(See page 38)

^{2/} Marital status for occupation on which youth were employed was determined by industry within which the occupation was found.

Table X
WHAT THE EMPLOYERS OF 64 YOUNG MEN UNSKILLED WORKERS
REQUIRE WHEN HIRING ^{1/}

Requirements	Specifications	Number	Per Cent
Desired Age	18-20	5	7.8
	21-22	4	6.3
	22	48	75.0
	25-29	5	7.8
	35-39	1	1.6
	Unclassifiable ^{2/}	1	1.6
Minimum Age	16	2	3.1
	17	1	1.6
	18	59	92.2
	19	1	1.6
	20	1	1.6
Marital Status ^{3/}	Single	0	0.0
	Married	3	4.7
	No Preference	61	95.3
Education	None	5	7.8
	8th Grade	6	9.4
	Some High School	49	76.6
	High School Graduation	4	6.3
	Some College	0	0.0
	College Graduation	0	0.0
Vocational Training	None	63	98.4
	General Training	0	0.0
	Specific Training	1	1.6
	Apprenticeship	0	0.0
Work Experience	None	59	92.2
	Any Job	3	4.7
	Similar Job	0	0.0
	Same Job	2	3.1

^{1/} Three young women are employed as unskilled workers.

^{2/} This group includes the age category 20-30.

^{3/} Marital status for occupation on which youth were employed was determined by industry within which the occupation was found.

Data on the preceding table indicates that in nearly all cases employers do not require vocational training or work experience for unskilled jobs. However, they do require some high school education.

Employers of 3 out of every 10 young men on this kind of jobs desire that the youth they hire for these jobs be within the age range of 21 to 22 years, inclusive. Young men seeking unskilled jobs who are 18 years old stand a good chance since employers of 9 out of every 10 young men unskilled workers will hire young men who are 18 years old, but the employers of very few of these youth will hire young men under 18 years of age.

The employers of very few young men unskilled workers have any preference as to marital status.

There are 64 young men in this group of unskilled workers. Of these: 51 are general laborers in textile plants, of which 30 are in the finishing, 8 in the carding, 6 in the dyeing, 3 in the dressing, 2 in the breaking, 1 in the picker, and one in the trucking departments; 9 are general laborers in the trade and service industries; 2 are construction laborers; 1 is a machine oiler; and 1 is a grader.

The three young women employed as unskilled workers are drop-wire girls in the weaving department of the textile manufacturing industry.

There are also 160 adult workers in the unskilled group. Of these: 156 are men; 102 are laborers in the textile manufacturing industry, of which 52 are in the finishing, 24 in the carding, 14 in the dyeing, 9 in the picker, and 3 in the dressing departments; 17 are laborers in the county and state garages; 14 are laborers in grain elevators; 3 are contractors' laborers; 1 is a laborer in a lumber and coal establishment; and 1 is a laborer in a retail farm implement establishment; 6 are roving carriers in the spin-

ning department, 4 are filling carriers in the weaving department, 4 are floormen in the weaving department, and 4 are brakehands in the breaking department of textile plants. Four are women: 3 are drop-wire girls in the weaving department of the textile industry, and 1 is a laborer in a grain elevator.

Industries in the Yale Area 1/

When the canvass was taken there were some 160 establishments in the area. Of these six were service clubs employing no one, leaving 154 establishments giving employment to one or more persons. These have been classified into the following broad groupings: Manufacturing, Wholesale Trade, Retail Trade, Service, and Other Occupations (construction, transportation, communication, finance, insurance and real estate). Three smaller groups, Government Service (within service), Retail Food (within retail trade) and Textile Manufacturing (within manufacturing) have in addition been selected from the large groups to be described.

MANUFACTURING

The process which distinguishes manufacturing from other kinds of industries is that raw materials such as cotton and wool, wheat and sugar are made into products which are sold to wholesalers, individual consumers, or other manufacturers. Cotton and wool are woven into textiles which may be made into clothing; wheat becomes flour for bread, and sugar may be used in making candy or as sugar on the table.

There are six establishments in this group which employ nearly 450 adult workers and 100 young workers. These includes:

- 2 textile manufacturing plants
- 1 vegetable and fruit cannery
- 1 sawmill and lumber company
- 1 printing and publishing house
- 1 machine and tool manufacturing plant

1/The industrial descriptions included here were taken with certain revisions from the "Industrial Classification Code" (Washington: Federal Security Agency), Social Security Board, Bureau of Employment Security, (Research and Statistics Division), Part II.

**TEXTILE
MANUFACTURING:**

This group includes establishments primarily engaged in dyeing and finishing fabrics woven wholly or in part from yarns spun on the woolen or worsted system, or in dyeing wool, top or yarns spun on the woolen and worsted systems.

The two textile manufacturing plants in this area employ over 440 adult workers and over 90 young workers.

**WHOLESALE
TRADE:**

Most establishments in this activity carry large stocks of goods for resale in smaller quantities to retail businesses. Common establishments engaged in wholesale trade are lumber yards, wholesale groceries, and gasoline bulk tank stations.

There are seven establishments in this group which employ about 10 youth and more than 40 adults. These include:

- 3 hay and grain distributors
- 2 lumber and building material distributors
- 1 gas and oil distributor
- 1 egg and poultry distributor

**RETAIL
TRADE:**

Retail trade establishments are the usual familiar stores where people buy things for their every day needs. Common retail establishments are grocery stores, clothing stores, drug stores, department stores, furniture stores, filling stations, automobile accessory stores, restaurants and taverns.

There are 68 establishments in this group which employ nearly 130 adult workers and more than 50 young workers. These include:

- 17 food stores
- 14 filling stations and garages
- 7 department, general and variety stores
- 6 eating and drinking places
- 6 clothing and shoe stores
- 3 drug stores
- 2 automotive stores
- 13 other retail stores

**RETAIL FOOD
STORES:**

Retail food stores include groceries, meat and fish markets, dairy products stores, egg and poultry dealers and miscellaneous retail food stores such as bakeries and delicatessens.

The 17 retail food stores in Yale employ almost 35 adult workers and nearly 30 young workers.

**SERVICE
INDUSTRIES:**

The businesses, agencies and organizations which are grouped as service industries are distinguished from establishments in the trade group by the fact that they sell or provide services rather than goods. Common services are provided by hotels, barber shops, laundries, shoe repairmen, undertakers, doctors, teachers, preachers, lawyers, and workers in public agencies.

There are 52 establishments in this group which employ nearly 140 adult workers and 25 young workers. These include:

- 10 barber shops, beauty parlors, undertaking parlors and other personal services
- 10 medical services
- 8 churches
- 6 government agencies
- 3 theatres, skating rinks, and other amusements
- 2 law firms
- 1 hotel
- 12 miscellaneous services

GOVERNMENT:

The establishments in this group provide regular and relief services which are common to local governments and to agencies of the state or federal government. Courts, road commissions, public health units; police, fire, water supply; conservation and public employment agencies; public works and relief agencies; coast guard and customs authority; and post offices are familiar kinds of government services. (Only the appointed administrative employees of government relief agencies, the National Youth Administration, and the Works Projects Administration are included in this report. Certified workers and enrollees are not included.)

The 6 government agencies in the Yale area employ nearly 90 adult workers and only 5 young workers.

**ALL OTHER
INDUSTRIES:**

Included in this group are finance, insurance and real estate establishments which enter contracts to provide money or financial assistance to customers who have need for such services; sell protection against risks; or deal in land properties. Also included are public utility businesses which provide heat, light, power, and other essential services to both commercial establishments and private consumers. Construction concerns make up the remaining business.

There are 21 establishments in this group which employ nearly 60 adult workers and 15 young workers. These include:

- 6 road and building construction firms
- 6 banks and insurance firms
- 4 railroad and trucking firms
- 2 telephone and telegraph companies
- 2 electric light companies
- 1 interior decorating concern

Where Young and Adult Men and Women Work

It will be noted in Tables XI and XII that the greater number of the young men and of the young and adult women employed in the area work in the textile manufacturing and retail trade industries. Government and other service ranks a close third as a source of employment for adult women.

Textile manufacturing also affords employment for the greater number of adult men but here retail trade does not rank second. Government and other service rank second as a source of employment for this group of workers and retail trade ranks third.

Construction, transportation, communication and utilities and financial institutions which are grouped together under "miscellaneous" in Tables XI and XII afford an important source of employment for adult men ranking fourth in importance in this respect.

Due to the small number of youth employed in those industries other than manufacturing and retail trade it is difficult to determine the relative importance of each, but the data available seem to indicate that government and other service ranks third in importance in the employment of both young men and young women.

More specific treatment of the above data follows Tables XI and XII.

Table XI

WHERE YOUNG MEN AND ADULT MEN WORK

Industry	Number		Per Cent	
	Young Men	Adult Men	Young Men	Adult Men
TOTAL	155	539	100.0	100.0
Textile Manufacturing	84	289	54.2	49.1
Other Manufacturing	2	4	1.3	.7
Wholesale Trade	6	41	3.9	7.0
Retail Trade	16	25	10.3	4.2
Other Trade	24	73	15.5	12.4
Government Service	3	52	1.9	8.8
Other Service	13	58	8.4	9.8
Miscellaneous <u>1/</u>	7	47	4.5	8.0

1/ Includes construction; transportation, communication and utilities; and financial institutions.

Most of the young men are employed in textile manufacturing and retail trade industries. Together 80 per cent or 4 out of every 5 of all the employed young men work in these two industries. Likewise these establishments are important in the employment of adults. With the 110 adults employed in government and other service, and the 98 employed in retail trade, these two industries together employ more than 35 percent of all adult men, whereas, textile manufacturing employs nearly one-half of all adult men.

Table XII

WHERE YOUNG WOMEN AND ADULT WOMEN WORK

Industry	Number		Per Cent	
	Young Women	Adult Women	Young Women	Adult Women
TOTAL	54	217	100.0	100.0
Textile Manufacturing	14	153	25.9	70.5
Other Manufacturing		2		.9
Wholesale Trade	2	2	3.7	.9
Retail Food	10	6	18.5	2.8
Other Retail	12	22	22.2	10.2
Government Service	2	4	3.7	1.8
Other Service	7	23	13.0	10.6
Miscellaneous ^{1/}	7	5	13.0	2.3

^{1/} Includes construction; transportation, communication and utilities; and financial institutions.

Most of the young women are employed in retail trade and textile manufacturing. Together 67 per cent or nearly 7 out of every 10 employed young women work in these industries. Retail trade is an important source of employment for adult women also. The textile manufacturing industry is an important source of employment for adult women since 70 per cent or 7 out of every 10 employed adult women work in the textile mills.

Table XIII
WHERE JOBS FOR YOUNG WORKERS ARE FOUND

Jobs	Workers	Per Cent of Total
<u>Total</u>	<u>209</u>	<u>100.0</u>
Unskilled	67	32.1
Semi-skilled	60	28.7
Sales	30	14.4
Clerical	15	7.2
Skilled	14	6.7
Service	14	6.7
Professional and Managerial	9	4.3

The table above shows that youth seeking jobs in the Yale Area may expect to find the greater opportunities for employment in the unskilled and semi-skilled groups within which are employed more than 6 out of every 10 young workers.

Inasmuch as nearly 15 per cent of the jobs for youth in the Yale Area are found in the sales group, youth counselors there should be expected to mention this group as a rather important source to those youth whose aptitudes and abilities have a tendency to point in this direction.

The information on the following page gives a more detailed picture of where jobs for young workers are found.

WHERE JOBS FOR YOUNG WORKERS ARE FOUND

UNSKILLED JOBS:

32 out of every 100 young workers are employed at unskilled jobs; of these:

- 26 work in textile manufacturing plants
- 4 work in wholesale and retail trade
- 1 works in government service
- 1 works in miscellaneous industries

SEMI-SKILLED JOBS:

29 out of every 100 young workers are employed at semi-skilled jobs; of these:

- 18 work in textile manufacturing plants
- 6 work in wholesale and retail trade
- 3 work in government and other services
- 2 work in miscellaneous industries

SALES JOBS:

14 out of every 100 young workers are employed at sales jobs; of these:

- 8 work in retail food stores
- 6 work in other retail stores

CLERICAL JOBS:

7 out of every 100 young workers are employed at clerical jobs; of these:

- 3 work in wholesale and retail trade
- 3 work in other services
- 1 works in textile manufacturing plants

SKILLED JOBS:

7 out of every 100 young workers are employed at skilled jobs; of these:

- 3 work in textile and other manufacturing plants
- 2 work in retail trade
- 1 works in other services
- 1 works in miscellaneous industries

SERVICE:

7 out of every 100 young workers are employed at service jobs; of these:

- 3 work in retail trade
- 3 work in other services
- 1 works in textile manufacturing

PROFESSIONAL AND MANAGERIAL JOBS:

4 out of every 100 young workers are employed at professional and managerial jobs; of these:

2 work in service
 1 works in retail trade
 1 works in miscellaneous industries

The Recency of Hiring of Youth

More than one-half of the employed young workers were hired during the year April, 1940, through March, 1941.

During this year 80 or 52% of the 155 employed young men were hired. During this same year 31 or 57% of the 54 employed young women were hired.

This means that at least 111 young workers were hired in the Yale Area during this year. Additional youth may have been hired during the same period for short-time, seasonal and fill-in jobs which ended before April, 1941, the month the canvass was completed. However, since at least 111 young workers were hired, the information from employers does show that some jobs were open to qualified youth.

Of the group of young workers hired, some may have left other jobs to accept new employment, some may have attained their first jobs, and part of them may have returned to old jobs after a lay-off.

The above data brings to light both advantages and disadvantages in the employment of youth. On the one hand it may point to the fact that jobs for youth are of a very temporary nature, or perhaps seasonal rather than steady; on the other hand it is quite evident that there is sufficient turn-over in employment to afford a rather continuous supply of openings for youth seeking employment.

Qualifications for Part Time Workers

Forty-two or nearly 21% of the employed youth in the Yale Area work at part-time jobs, which means that jobs of this kind should not be disregarded by the counselor in the Area when suggesting important sources of employment to youth, especially to those who are still in school and unable to become employed on full-time jobs or to those drop-outs who are lacking in education and/or work experience.

In general, the requirements for part-time employment are much less stringent than those for full-time jobs. Employers of 2 out of every 5 of these youth indicate work experience as their only requirement when hiring for part-time jobs. The employers of one-third of these youth require some high school but no work experience, and none of the employers indicated that they required both graduation from high school and work experience. The requirements of vocational training and marital status are of little consequence in any of the part-time jobs. Employers expressed very little preference as to age except that youth employed for these jobs be under 25 years of age. A greater proportion of these jobs are open to youth under 18 years of age than are open to youth under 18 years of age on full-time jobs.

Most of the jobs for part-time youth workers are found in wholesale and retail establishments.

The total of 42 adults employed on part-time jobs represents less than 5% of the total number of employed adults in the Yale Area and consequently is of little importance. Wholesale and retail trade gives employment to well over one-half of these workers.

Qualification Requirements for Potential Occupations

This section deals with the requirements for those occupations open to youth that employers would add to their establishments if they could obtain satisfactory employees for each.

It would perhaps be unsafe to rely too much on the results of this portion of the study due to the fact that many of the responses might be little more than wishful thinking on the part of some of the employers. Nevertheless, it is the author's contention that there is value in this phase of the inventory as it may well serve to indicate the kinds of occupations in which additional employment would be found in the event of a general pick-up in business. It has no value as a barometer to indicate whether business will increase or decline, however.

It further serves to indicate the general lack of certain qualifications of job candidates in the area in general, inasmuch as employers have been unable to secure employees of the type desired.

The greater number of these potential occupations are found in the wholesale and retail trade industries in the sales, clerical, and unskilled occupational groups. High school graduation and vocational training are required for more than one-half of the jobs in the sales and clerical groups which perhaps accounts in part for the employers' difficulties in securing satisfactory workers to fill them. Educational requirements are higher for these potential jobs in all occupational groups and in all industries than are those for the jobs on which youth are actually employed.

A total of 34 youth workers would be needed to fill these potential job openings in the Yale Area. Of this number 22 are for young men and 12 for young women.

Other Considerations Affecting the Employment of Youth

Religion. The data given in Table XIV on the following page clearly indicate the fact that religion is a negligible factor in employing workers in the Yale Area. Actually only twelve, or less than eight per cent of the total number of establishment heads who responded indicated any preference and of these all but two were in the service industries. The three who gave no response reacted in this manner because they felt that such a matter should not even be discussed, much less considered in employing.

Counselors in the Area can safely tell any youth that, except for a very few establishments, his religion, whatever it may be, need not bar him from securing employment there.

Factors affecting the employment of youth in the industries in the Yale Area. Establishment heads in the construction, finance, insurance and real estate, and public utilities industries, as may be seen in Table XV, placed twice as much emphasis upon honesty as they placed upon the factors ambition and interest in work which they ranked of secondary importance.

Table XVI indicates that employers in the manufacturing, printing, and publishing industries place emphasis upon the following factors: ability to follow directions, honesty, alertness, dependability, interest in work, and common sense.

Employers in the wholesale and retail trade industries, as may be seen in Table XVII, all regarded honesty as an important factor in employing. Nearly one-half of those responding placed emphasis upon neatness and nearly one-third emphasized courtesy, personality, and dependability, each, as important factors.

In the service industries more than four of every five establishment heads considered honesty an important factor in employing and more than three of every five place emphasis upon neatness as may be seen in Table XVIII.

Table XIV

RELIGIOUS PREFERENCES OF HEADS OF ESTABLISHMENTS

A. Construction, Finance, etc. ^{1/}

Religion	Number	Per Cent
Any Religion	20	95.2
Protestant	1	4.8
Catholic	0	0.0
Jewish	0	0.0

B. Manufacturing, Printing, Publishing

Religion	Number	Per Cent
Any Religion	6	100.0
Protestant	0	0.0
Catholic	0	0.0
Jewish	0	0.0

C. Wholesale and Retail Trade

Religion	Number	Per Cent
Any Religion	72	96.0
Protestant	1	1.3
Catholic	0	0.0
Jewish	0	0.0
No Response	2	2.6

D. Service

Religion	Number	Per Cent
Any Religion	41	73.8
Protestant	9	17.3
Catholic	1	1.9
Jewish	0	0.0
No Response	1	1.9

^{1/} This group includes construction, finance, real estate and insurance, and public utilities.

Table XV

FACTORS CONSIDERED BY 21 ESTABLISHMENT HEADS IN EMPLOYING, PROMOTING,
AND RETAINING EMPLOYEES IN CONSTRUCTION, FINANCE, ETC. 1/

Factors	Number	Per Cent
Honesty	17	81.0
Ambition	9	42.9
Interest in Work	9	42.9
Dependability	6	28.6
Personality	5	23.8
Neatness	5	23.8
Courtesy	5	23.8
Common Sense	5	23.8
Alertness	4	19.0
Regularity	4	19.0
Loyalty	3	14.3
Adaptability	3	14.3
Ability to Follow Directions	3	14.3
Mechanical Ability	3	14.3
Reliability	2	9.5
Health	2	9.5
Efficiency	2	9.5
Cooperation	2	9.5
Posture	1	4.8
Training for Job	1	4.8
Degree of Improvement Shown	0	0.0
Others <u>2/</u>	8	38.1

1/ This group includes construction, finance, insurance and real estate, and public utilities.

2/ This group includes accuracy and competency, knowledge of psychology, experience, strong physique, sobriety, persistence, equipment for carpentering, trucking experience, and high intelligence test rating.

Table XVI

FACTORS CONSIDERED BY 6 ESTABLISHMENT HEADS IN EMPLOYING,
PROMOTING, AND RETAINING EMPLOYEES IN MANUFACTURING,
PRINTING AND PUBLISHING INDUSTRIES

Factors	Number	Per Cent
Ability to Follow Directions	6	100.0
Honesty	5	83.3
Alertness	4	66.7
Dependability	4	66.7
Interest in Work	4	66.7
Common Sense	4	66.7
Neatness	3	50.0
Loyalty	3	50.0
Reliability	3	50.0
Regularity	3	50.0
Ambition	3	50.0
Mechanical Ability	3	50.0
Cooperation	2	33.3
Health	2	33.3
Efficiency	2	33.3
Courtesy	1	16.7
Personality	1	16.7
Adaptability	1	16.7
Degree of Improvement Shown	1	16.7
Posture	0	0.0
Training for Job	0	0.0
Others	0	0.0

Table XVII

FACTORS CONSIDERED BY 74 ESTABLISHMENT HEADS IN EMPLOYING, PROMOTING,
AND TRAINING EMPLOYEES IN WHOLESALE AND RETAIL TRADE. 1/

Factors	Number	Per Cent
Honesty	74	100.0
Neatness	35	47.3
Courtesy	24	32.4
Personality	23	31.1
Dependability	23	31.1
Ambition	16	21.5
Reliability	14	18.9
Efficiency	13	17.6
Interest in Work	12	16.2
Health	10	13.5
Common Sense	10	13.5
Ability to Follow Directions	9	12.2
Loyalty	8	10.8
Cooperation	7	9.5
Regularity	7	9.5
Alertness	6	8.1
Adaptability	5	6.8
Training for Job	5	6.8
Mechanical Ability	4	5.5
Degree of Improvement Shown	2	2.7
Posture	1	1.4
Others <u>2/</u>	16	21.6

1/ One employer failed to cooperate in giving this information.

2/ This group includes ability to make change, ability to take orders without letting it hurt feelings, general good behavior, good memory, sales ability, men who will make reports, willingness to give service, good reputation, and experience.

Table XVIII

FACTORS CONSIDERED BY 51 ESTABLISHMENT HEADS IN EMPLOYING, PROOFING,
AND RETAINING EMPLOYEES IN THE SERVICE LISTED 1/

Factors	Number	Per Cent
Honesty	44	86.3
Neatness	33	64.7
Dependability	21	41.2
Courtesy	19	37.3
Ability to Follow Directions	19	37.3
Personality	18	35.3
Interest in work	18	35.3
Efficiency	14	27.5
Ambition	12	23.5
Reliability	11	21.6
Health	11	21.6
Common Sense	11	21.6
Training for Job	9	17.6
Alertness	8	15.7
Regularity	8	15.7
Loyalty	7	13.7
Cooperation	6	11.8
Adaptability	6	11.8
Posture	6	11.8
Mechanical Ability	5	9.8
Degree of Improvement Shown	1	2.0
Others <u>2/</u>	19	37.3

1/ One Employer failed to cooperate in giving this information.

2/ This group includes capability, sobriety, refinement, good character, temperance, experience, good moral habits, standing and training in school, sincerity, fastidiousness, integrity, letter perfect, general fitness, patience, willingness to work, interest in church, carefulness, Christian character, and carefulness with property of others.

Traits or Habits Limiting the Employment of Youth

Table XIX on the two following pages presents data on the relative effect of those more common undesirable traits or habits in the employment, retention, and promotion of youth seeking or holding jobs in the Yale Area. Naturally, all employers prefer to hire youth who possess none of these undesirable traits or habits; but many employers will tolerate some of these habits or traits in the youth if he possesses certain other essential qualifications. For instance, the habit of smoking would naturally be taboo in those industries where fire hazards exist, whereas, in certain other industries it might be immaterial whether or not the youth possessed this habit. Likewise, slovenliness might be tolerated in those industries and on those jobs where the youth does not meet the public; but would very likely not be tolerated on such jobs as those of counter clerk or nurse in which business or public health might be affected.

As will be noted in this table, more than nine out of every ten employers who responded when questioned concerning undesirable traits and habits will not tolerate drunkenness on the part of their employees, nearly seven out of every ten will not tolerate irregularity, more than six out of every ten will not tolerate ill-mannerliness and nearly one-half will not tolerate slovenliness.

It will be further noted that drunkenness is taboo in all industries but that employers in the service industries place slovenliness in second place whereas employers in wholesale and retail trade, (construction, finance, insurance and real estate, and public utilities) place ill-mannerliness in second place.

Table XIX

UNDESIRABLE TRAITS OR HABITS FOR HIGH ESTABLISHMENT IDEALS WOULD
NOT EMPLOY, RETAIN, OR PROMOTE APPLICANTS OR EMPLOYEES

A. Construction, Finance, etc. 1/

Traits or Habits	Number	Per Cent
Drunkenness	20	95.2
Irregularity	13	61.9
Ill-mannerly	10	47.6
Slovenliness	7	33.3
Smoking Habit	5	23.8
Others 2/	3	14.3

B. Manufacturing, Printing, Publishing

Traits or Habits	Number	Per Cent
Drunkenness	5	83.3
Irregularity	5	83.3
Slovenliness	4	66.7
Ill-mannerly	3	50.0
Smoking Habit	2	33.3
Others 2/	5	83.3

C. Wholesale and Retail Trade

Traits or Habits	Number	Per Cent
Drunkenness	66	88.0
Ill-mannerly	53	69.3
Irregularity	50	66.7
Slovenliness	47	62.7
Smoking Habit	18	24.0
Others 4/	25	33.3
No Response	4	5.3

UNDESIRABLE TRAITS OR HABITS FOR WHICH ESTABLISHMENT HEADS WOULD NOT EMPLOY, RETAIN, OR PROMOTE APPLICANTS OR EMPLOYEES (Cont.)

D. Service

Traits or Habits	Number	Per Cent
Drunkenness	48	92.3
Slovenliness	36	69.2
Ill-mannerly	32	61.5
Irregularity	30	57.7
Smoking Habit	21	40.4
Others <u>5/</u>	28	53.8
No Response	1	1.9

1/ This group includes construction, finance, insurance and real estate, and public utilities.

2/ This group includes vulgarity, carelessness, and unreliability.

3/ This group includes irresponsibility, dishonesty, general incompetence, inability to follow directions, and untrustworthiness.

4/ This group includes profanity, carelessness, lack of interest in work, dishonesty, irresponsibility, impudence, laziness, boisterousness, prone to exaggeration, and habits of driving recklessly, gambling, chewing gum, running around nights, and flirting.

5/ This group includes dishonesty, bad character, untidiness, irresponsibility, inefficiency, deceitfulness, positiveness, carelessness, undependability, over solicitousness, unreliability, vulgarity, betraying of confidence, lacking in moral character, being ill-tempered, uncivil, egotistic, too talkative, poor personality, tendency to bum, and habits of chewing and staying out nights, and lack of interest.

Sources of Recruitment for New Employees

Data in Table XX on the two following pages show that nearly nine out of every ten establishment heads who responded when asked regarding their most frequent sources for the recruitment of new employees indicated that they obtained employees through voluntary applications and of these more than nine out of every ten further indicated that they required these applicants to apply by personal interview. This source was of foremost importance in all industries alike.

No other source was used sufficiently to merit consideration.

Table XX

RECRUITMENT SOURCES OF NEW EMPLOYEES USED OR THAT WOULD BE USED
BY ESTABLISHMENT HEADS

A. Construction, Finance, etc. 1/

Source	Number	Per Cent
Voluntary Application	<u>15</u>	<u>71.4</u>
Personal Letter of Application	0	8.0
Application Blanks	1	4.8
Personal Interview	14	66.7
Photograph	0	0.0
References of Friends, Employees, etc.	3	14.3
"Help Wanted" Advertisement	2	9.5
Michigan State Employment Service	1	4.8
Business College, Trade School	0	0.0
Private Employment Agency	0	0.0
Employers' Association	0	0.0
Labor Union	0	0.0
Testing	0	0.0
Others 2/	7	33.3

B. Manufacturing, Printing, Publishing

Source	Number	Per Cent
Voluntary Application	<u>6</u>	<u>100.0</u>
Personal Letter of Application	1	16.7
Application Blanks	0	0.0
Personal Interview	5	83.3
Photograph	0	0.0
Employers' Association	1	16.7
"Help Wanted" Advertisement	1	16.7
Michigan State Employment Service	0	0.0
Business College, Trade School	0	0.0
Private Employment Agency	0	0.0
Labor Union	0	0.0
References of Friends, Employees, etc.	0	0.0
Testing	0	0.0
Others 3/	1	16.7

RECRUITMENT SOURCES OF NEW EMPLOYEES USED OR THAT WOULD BE USED
BY ESTABLISHMENT HEADS (CONT.)

C. Wholesale and Retail Trade

Source	Number	Per Cent
Voluntary Application	<u>67</u>	<u>82.3</u>
Personal Letter of Application	1	1.3
Application Blanks	0	0.0
Personal Interview	66	80.0
Photograph	0	0.0
References of Friends, Employees, etc.	12	16.0
"Help Wanted" Advertisement	6	8.0
Testing	1	1.3
Michigan State Employment Service	0	0.0
Business College, Trade School	0	0.0
Private Employment Agency	0	0.0
Employers' Association	0	0.0
Labor Union	0	0.0
Others <u>4/</u>	9	12.0
No Response	4	5.3

D. Service

Source	Number	Per Cent
Voluntary Application	<u>38</u>	<u>73.1</u>
Personal Letter of Application	2	3.8
Application Blanks	1	1.9
Personal Interview	34	65.4
Photograph	1	1.9
References of Friends, Employees, etc.	8	15.4
"Help Wanted" Advertisement	4	7.7
Michigan State Employment Service	0	0.0
Business College, Trade School	0	0.0
Private Employment Agency	0	0.0
Employers' Association	0	0.0
Labor Union	0	0.0
Testing	1	1.9
Others <u>5/</u>	12	23.1
No Response	7	13.5

1/ Includes also insurance and real estate, and public utilities.

2/ Includes local high school, acquaintances, Pere Marquette Headquarters Office, Michigan Association for Linemen, and Detroit Branch of Detroit Edison Office.

3/ Includes only waiting list.

4/ Includes acquaintances, window signs, school, and family members.

5/ Includes acquaintances, nursing school graduating lists, nurses' association, high school, and recommended list of college graduates.

CHAPTER IV

INAUGURATION OF THE SYSTEM OF PLACEMENT

The first effort expended in the way of placing students on jobs, in a sense, was begun before the field work of the occupational survey was begun. This has been described on page 9 as the "Odd Job Service" and served its purpose as an aid in preparing the community for the survey. The community was again reminded of the availability of this service by the news release of December 12, 1940 (see page 89).

At the time when enumerators were being selected for the field work as described on page 11, large groups of high school students were being used to distribute copies of the Enrollment Form for Graduates and Drop-outs, Form 2A (see page 81) to the graduates and drop-outs from Yale High School. Since little ability was required on the part of the high school students acting in this capacity, except perhaps the occasional explaining of the purpose of the enrollment forms to the informants, no process of selecting students for the work was used.

After lists of the Yale High School graduates and drop-outs for the five years prior to 1941 had been made through the examination of school records in the Principal's office, the names were read in the home rooms of the four high school grades and the enrollment forms were distributed to those students who could contact certain of the graduates and drop-outs without going too far from their homes to do so. In a large number of cases the graduates and drop-outs were brothers and sisters of the in-school students who volunteered their services. Each volunteer was given a number of enrollment forms equal to the number of graduates and drop-outs he thought he would be able to contact.

To prevent the submitting of duplicate questionnaires to the informants each student volunteering his services was required to give the names of those graduates and drop-outs he expected to be able to contact and these names were checked off the original list. Those individuals whom the students were unable to contact after several attempts were reported to the writer who reread the names in the home rooms and assemblies in an effort to find students who could contact them.

The responsibility for returning the completed forms was placed upon the student volunteers. In instances where the information could not be obtained or the person sought could not be found or otherwise contacted, the student was required to return the blank enrollment form with an explanation of the reason or reasons for his failing to get the desired information.

Reference to this service to graduates and drop-outs had been made in News Release Number 1 of October 24, 1940 (see page 87). To further facilitate the enrollment of this group with the placement department, the news release of November 7, 1940 and another on November 28, 1940 were made to the local newspaper (see page 88). Graduates and drop-outs whom the student volunteers were unable to contact were thus informed of the service through these news releases and were asked to call at the school and enroll.

The process of enrolling in-school student job seekers was relatively simple. An Enrollment Form for In-school Students, Form 3A (see page 82) was prepared for the purpose and temporary office headquarters for placement work were established in the school where students could enroll. An NYA out-of-school youth was placed in charge of this office.

Mention of this service to in-school students had already been made in the news release of October 24, 1940. Occasional announcements were also made in the home rooms and assemblies of the high school.



The Filing of Information for the Placement Office

When the firm questionnaires and the enrollment forms for the in-school students and graduates and drop-outs began to come in, it became quite evident that the temporary office established for enrolling in-school students should be made a permanent one and that some method for filing the information for office use be devised. The original questionnaires and enrollment forms were too voluminous to be placed in a file and the information too detailed to be quickly grasped by anyone made responsible for utilizing it as an aid in placing or attempting to place students on jobs.

To effect this difficulty a Firm Summary Card, Form 1B (see page 80) was devised on which could be written all the information pertinent to placement of youth as was given on the firm questionnaire (Occupational Qualifications Inventory, Form 1A). A similar card was made for each of the enrollment forms for graduates and drop-outs and in-school students (see Forms 2B and 3B, page 83).

These forms were all placed in separate files in the placement office. These Firm Summary Cards representing establishments in which openings had been found were all placed in an active file by themselves. Cards representing establishments in which probable future openings were noted were placed in the active file as soon as the date of the opening as indicated in item nine of the card approached. When an opening was filled, the card representing the firm in which the opening occurred was placed in the inactive file.

Matching the Youth With the Job

The first step in the procedure for selecting a suitable applicant or small group of applicants for a particular job amounted to what might be termed the "process of elimination". This involved, first the consideration of

certain definite facts as to the employer's requirements for the job as were recorded on the Firm Summary Card which data, as has been explained were taken from the original firm questionnaire.

Of these considerations, the first was that of determining by the notations of "time" in item nine and ten of the Firm Summary Card, whether the job would require a full-time or a part-time worker. If it were to be a full-time job, only those enrollees in the graduate and drop-out file were considered. If it were to be a part-time job only, the enrollees in the in-school file were given consideration unless those hours of work required by the employer included school hours during the day, in which case only the enrollees in the graduate and drop-out file wishing part time work were considered. Exception to this procedure was made for those graduates and drop-outs who had specifically stated that they desired either full-time or part-time work, in which case this group was considered for all jobs.

Now that the group or groups of possible applicants had been determined, the second step in the process of elimination was begun. If the employer called for married applicants, all single applicants were eliminated, and vice versa. If he called for applicants of a particular religious preference, all those having other preferences were eliminated. Those applicants too young to meet at least the minimum age requirements and unqualified to meet the educational and vocational training requirements for the job were not given further consideration. And finally, those cards representing enrollees unable to satisfy the requirements as to work experience and special training, when such requirements were indicated, were taken from the residual file.

The resulting temporary residual file now contained the cards for these enrollees who were able to satisfy the more definite requirements of the employer. The routine process described so far was easily performed by a high

school graduate employed as an NYA out-of-school youth worker.

The remaining considerations in the selection of suitable applicants for jobs involved the weighing of personal and other abstract factors rather than facts. Here opinion entered in the picture and consequently involved the calling in of other adults who by reason of their experience and knowledge of the youth were able to offer valuable advice.

As may be noted in items ten and eleven of the firm questionnaire, each employer had been asked to check those factors he considered in employing, retaining, and promoting employees. Also, each placement department enrollee, at the time of enrollment, had been asked to underline the eight most necessary traits or characteristics that he thought he must possess in order to hold a job. All this information was recorded on the office file cards.

However, even with this information from the employer and the enrollee, no fair conclusions could be arrived at by any one person in view of the danger of bias and inaccuracy in dealing with these abstract factors so important in placing youth on jobs. Accordingly, to bring in the judgments of those acquainted with the youth whose cards remained in the residual file, a simple form was devised. This form became known as the Teachers Recommend for Applicants, Form Cl (see page 85). As may be noted, the form was so composed as to make provision for a listing of the factors the employer considered in employing, retaining and promoting employees and also for a listing of the undesirable habits or traits he would not tolerate in his employees. This information was taken from items four and five of the Firm Summary Card which had in turn been taken from items ten and eleven of the firm questionnaire. At the bottom of Form Cl, provision was made for a listing of those enrollees whose cards remained in the residual file.

The names of those teachers who were to be consulted for their opinions

as to which of the applicants were best fitted for the job in question were determined chiefly by the names of the teachers given by the applicants on their enrollment forms. Form C1 was then presented to all teachers whose names were listed thereon, and each teacher was asked to place a check in the column under his own name and in the line on which was written the name of the student he would recommend for the job. Presentation of the form to the teachers was made by an NYA out-of-school youth worker.

When the completed form was returned to the placement office, all those applicants who had received no recommends were eliminated and were given no further consideration for that particular job. Occasionally, when an unusually large number of applicants still remained, further eliminations were made on the basis of reasons given for wanting a job such as need, etc., reasons for quitting jobs held, reasons for leaving high school, and present employment status (see Forms 2A and 3A.).

For each of the applicants receiving the greater number of recommendations, a Recommend to Employer, Form C2 was made out (see page 86). It is to be noted that this form contained not only the names of the teachers recommending the applicant, but also the names of the references given by the youth himself. This was included for the purpose of permitting the employer to make a check upon the youth considered for the job if he so desired. Each Recommend to Employer, Form C2 was signed by the writer and submitted by the NYA out-of-school youth worker to the employer.

Each applicant was then notified of the recommend, supplied with a copy of Form D, Advice in Applying for a Job or Position (see page 97), and advised to make application as nearly as possible in the manner given by the employer as his most frequent source for the recruitment of new employees (see column 9, Form 1A, page 79).

The final selection was then, of course, left to the employer.

Perpetuation of the Placement Plan

The supply of job openings for youth as asked for in columns twenty-six and twenty-seven of the firm questionnaire would soon become exhausted and the placement department would have to discontinue operations unless some provision were made for keeping the department informed of openings from time to time.

Althouth the method to be explained here is very simple, it is also quite practical.

It will be noted that item 8d of the firm questionnaire concerns itself with the seasonality of the industry and more specifically with the month or months of highest employment. It is during these months that inquiries should be made regarding openings. This can be done by telephone for those establishments so equipped or by letter for those not having telephones.

For these establishments indicating no seasonality, occasional telephone calls should be made or letters sent in order that the department be kept informed of any openings for youth from time to time.

Whenever the department receives notice of a new opening, a new Firm Summary Form is to be made out since items eight through nineteen consist of specific information for particular openings, not applicable to all openings.

The only exception made to this plan would be for those establishments in which the employer indicated in item thirty-two of the firm questionnaire that he would not be interested in securing the services of the school placement department for any applicants under twenty-five. For such employers care should be taken that they receive no telephone calls or letters from the placement department pertaining to openings. If the department functions as it should some of them will undoubtedly change their minds and decide that

it is to their advantage to make use of this service.

In this particular study only thirteen employers expressed any unwillingness to cooperate with the department in securing employees under twenty-five, and of these, four were willing to cooperate for openings in certain of the occupations in their establishments.

As hiring requirements for all occupations in the various establishments are given on the firm questionnaire, the placement department is at all times supplied with the information for any opening that may occur. It is even, to a certain degree supplied with this information for occupations that establishment heads might wish to add to their establishments since this information had been called for in item fourteen of the firm questionnaire.

If these data on qualifications are to be kept up to date, other occupational inventories will necessarily have to be taken every few years. These inventories should, if conducted with any degree of success, become a part of the regular community program. Consequently, the preparation of the community for the actual taking of the inventory described on pages 6 through 10 will be made much simpler and a great deal of the publicity and other ground work will become unnecessary.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

Semi-skilled and unskilled jobs are most important in the employment of young men in the Yale Area. Skilled, professional and managerial jobs are most important in the employment of adult men.

Sales and clerical jobs are most important in the employment of young women while skilled, semi-skilled, professional and managerial jobs are most important to adult women.

High school graduation is required for most of the jobs for youth in the professional and managerial, clerical, sales, and skilled groups. Some high school is required for most of the workers in the semi-skilled and unskilled groups. Graduation from college is required for one-third of the jobs in the professional and managerial group only. Vocational training is important only for those youth seeking skilled jobs and even here fewer than one-half of these jobs have this requirement.

Work experience is important to youth seeking professional and managerial, service, and skilled jobs. The employers of about one-third of the young salesworkers also require some work experience.

Marital status is a negligible consideration for all groups except for about one-third of the clerical and two-fifths of the sales jobs. In these instances the employers preferred that the workers be unmarried.

More than two-fifths of the clerical, one-third of the sales, and one-fifth of the service jobs are open to youth sixteen and seventeen years

of age. The employers of a majority of the youth working at sales, skilled, semi-skilled, and unskilled jobs indicated "eighteen" as the minimum age at which they would employ.

The employers of one-third of the youth in the professional and managerial group set the desired age of such employees at eighteen to twenty years, while another one-third set it at twenty-five to thirty-five years. Most of the employers of clerical workers desired that these workers be between the ages of eighteen to twenty-five years, while the employers of most of the salesworkers preferred the ages eighteen to twenty years. The employers of the greater number of the skilled workers set the preferred age at twenty to twenty-five years, of the semi-skilled at eighteen to nineteen years, and of the unskilled at twenty-two years.

The greater number of the young men and of the young and adult women are employed in the textile manufacturing and retail trade industries. Textile manufacturing and government and other service afford employment for the greater number of adult men.

More than one-fifth of the employed youth in the Yale Area work at part-time jobs for which the qualifications are much less stringent than those for full-time workers. Of this number more than one-half work in grain elevators and other industries closely related to agriculture.

Conclusions

Curriculum revision. Inasmuch as retail trade gives employment to a large proportion of the youth in the Yale Area, the author suggests that a special course in retail selling be added to the curriculum of the Yale High School either in the department of history and economics or in the

commercial department, depending upon the qualifications of the respective instructors for teaching such a course.

Furthermore, since a large number of workers or potential workers in the area will secure jobs in the textile manufacturing industry, both as youth and later as adults, it is advisable that a special course in textile study be added to the department of home economics and be made available to boys and girls alike. The present method of teaching textile study as a topic only incidental to one of the present courses in home economics, is the author believes, inadequate.

The special stress placed upon honesty as a necessary qualification for workers cannot be overlooked. Although many educators maintain that honesty "cannot be taught", it is the writer's contention that if the attention of both administrators and all teachers is called to this important qualification and constant stress is placed upon the practice of honesty within the school system, worthwhile results may be obtained.

The report shows that a large proportion of the youth in the area who want jobs may expect to work first at unskilled jobs doing ordinary manual labor. The importance of the realization on the part of the youth of the Yale Area that they must first accept jobs in the lower brackets of skill before they may expect to secure the so called "more dignified" jobs is essential to their own welfare. It is the duty of each administrator and teacher to make this fact clear.

Guidance organization. The writer recommends that some form of guidance organization be established in the Yale High School. For all purposes of this study the particular details of this organization or the type of organization established is immaterial provided it places the responsibility

of direction upon one capable and interested individual within the school and involves the home room teachers, high school principal, superintendent, and several individuals within the community who are outside of the school and who are representative of the various industrial and other leading interests which affect the welfare of youth.

It might be suggested that those individuals who are to represent youth interests within the community but outside of the school be selected on the basis of the degree to which they are representative of the leading manufacturing, trade, service, and other industries as well as of service clubs interested primarily in youth problems. This group may be formed into a committee to act in an advisory capacity to the other members of the organization. Probably this could be best accomplished by regular monthly meetings of the committee with the director of guidance. This will serve to keep the organization constantly in touch with the community and also aid in keeping avenues of employment in the community open to youth.

Purchase of materials. It is further recommended that a portion of the funds allotted for the purchase of library materials in the Yale High School be used for the purchase of a Dictionary of Occupational Titles, Part I, and accompanying supplemental job information which may be obtained at a nominal cost from the Superintendent of Documents, Washington, D. C. (see page). This is suggested as a minimum and if it is found that more purchases can be made the author advises the use of the sources given on page or other materials obtainable from the U. S. Office of Education. 1/

Such national job information as described above when supplemented with the specific information found in this report and made available to all Yale High School graduates, drop-outs, and in-school students forms a depend-

1/ "200 Sources of Pamphlet Materials on Occupations" (Washington: U. S. Office of Education, 1941) Federal Security Agency (Vocational Division, Occupational Information and Guidance Service)

able basis upon which to counsel youth. The methods used in conveying this occupational information to youth may vary.

Continuation of placement plan. The author suggests, as a final recommendation, that the plan of placement described in Chapter IV which has been proven practical and very effective through having been put in actual operation in the Yale High School for a trial period of nearly three months, be continued as a permanent part of the school program.

Those youth for whom jobs cannot be found may be referred temporarily to such agencies as the National Youth Administration or the Civilian Conservation Corps. In this way such youth may receive training to qualify for jobs in the Area.

All youth, regardless of their employment status or training and work experience should be urged to register with the Michigan State Employment Service which keeps an up-to-date record in an area many times larger than the area served by the Yale High School.

APPENDIX

(Forms and Questionnaires, News Releases, Letters, and Directions)

Forms and Questionnaires

ODD JOB QUESTIONNAIRE FOR IN-SCHOOL APPLICANTS 1/

Name _____ Age _____ Class _____
 Name of Parent or Guardian _____ Address _____
 Height _____ Weight _____ Health _____

Check Jobs You Are Willing to Do:-

- | Boys | Girls |
|---|--|
| <input type="checkbox"/> Rake Leaves | <input type="checkbox"/> Care for Children |
| <input type="checkbox"/> Mow Lawns | <input type="checkbox"/> Housework (general) |
| <input type="checkbox"/> Wash Windows | <input type="checkbox"/> Dish Washing |
| <input type="checkbox"/> Carry Out Ashes | <input type="checkbox"/> Sewing |
| <input type="checkbox"/> Care for Furnaces | <input type="checkbox"/> Laundering |
| <input type="checkbox"/> Wash Cars | <input type="checkbox"/> Catering |
| <input type="checkbox"/> Paint | <input type="checkbox"/> Home Nursing |
| <input type="checkbox"/> Work in Gardens | <input type="checkbox"/> Dry Cleaning |
| <input type="checkbox"/> Shovel Snow | <input type="checkbox"/> Furniture Refinishing |
| <input type="checkbox"/> Any Odd Job for Boys | <input type="checkbox"/> Any Odd Job for Girls |

Check Time You Wish to Work:-

- Before School
 After School
 Evenings
 Saturdays

ReferencesAddress

_____	_____
_____	_____
_____	_____

(Do Not Write in The Following Space)

Assigned to:-(Name)

Address

_____	_____
_____	_____
_____	_____
_____	_____

1/On the reverse side of the questionnaire the student is requested to write his daily study program, giving room numbers, in order that he may be easily located at any time during the day.

Information is strictly confidential, used for statistical purposes only.

OCCUPATIONAL QUALIFICATIONS INVENTORY

14. All Occupations In Establishment. (Important!) Include also those occupations employee would add to his firm at present time or in near future if he could obtain satisfactory employee for each.

1. County	2. City	3. Address of Establishment	4. Informant	5. Title	6. Nature of Industry	7. Type of Product or Service	8. Seasonality: a. Lowest Emp. b. Month or Months c. Highest Emp. d. Month or Months	9. Most Frequent Source for Recruitment of New Employees Under Age 25. (check one) <input type="checkbox"/> 1. Voluntary Aplica. Agency. <input type="checkbox"/> 2. Personal Letter of Applicant. <input type="checkbox"/> 3. Application Blanks <input type="checkbox"/> 4. Private Employment Agency. <input type="checkbox"/> 5. Employer's Asso. <input type="checkbox"/> 6. Labor Union. <input type="checkbox"/> 7. "Help Wanted" Adv. Service. <input type="checkbox"/> 8. Ref. of Friends, Employees, etc. <input type="checkbox"/> 9. Testing. <input type="checkbox"/> 10. Other, specify	10. Factors Considered in Employing, Retaining and Promoting Employees. (Check only those upon which special emphasis is placed.) <input type="checkbox"/> Honesty <input type="checkbox"/> Neatness <input type="checkbox"/> Loyalty <input type="checkbox"/> Courtesy <input type="checkbox"/> Reliability <input type="checkbox"/> Ambition <input type="checkbox"/> Personality <input type="checkbox"/> Co-operation <input type="checkbox"/> Alertness <input type="checkbox"/> Adaptability <input type="checkbox"/> Health <input type="checkbox"/> Posture <input type="checkbox"/> Efficiency <input type="checkbox"/> Dependability <input type="checkbox"/> Interest in Work <input type="checkbox"/> Regularity <input type="checkbox"/> Ability to Follow Directions <input type="checkbox"/> Mechanical Ability <input type="checkbox"/> Training for Job <input type="checkbox"/> Degree of Improvement Shown <input type="checkbox"/> Common Sense <input type="checkbox"/> Other, specify	11. Undesirable Traits or Habits for Which an Applicant for a Position Would Not Be Employed, or for which an employee would not be retained or promoted. <input type="checkbox"/> 1. Drunkenness <input type="checkbox"/> 2. Smoking Habit <input type="checkbox"/> 3. Slovenliness <input type="checkbox"/> 4. Irregularity <input type="checkbox"/> 5. Ill-mannered <input type="checkbox"/> 6. Others, specify a. b. c. d. e.	12. Preference as to Marital Status of Applicant. Males— <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Either Females— <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Either	13. Preference as to Religion of Applicant. <input type="checkbox"/> Protestant <input type="checkbox"/> Catholic <input type="checkbox"/> Jewish <input type="checkbox"/> Any Religion
-----------	---------	-----------------------------	--------------	----------	-----------------------	-------------------------------	--	--	---	---	---	---

15. Total number now employed in each occupation.	16. Number of youth under age of 25 now employed in each occupation.	17. Number of youth under age of 25 hired for each job during the last 12 mo. and who are now employ'd.	18. Min. age for employment.			19. Most desirable age for employment.			20. Age under 25 beyond which you will not employ.		21. Min. educational requirements. 1. None 2. 8 gr. grad. 3. Some H. S. 4. H. S. grad. 5. Some college 6. College grad. 7. College grad. work 8. Bus. college 9. Trade school	22. Vocational training requirements. 1. None 2. Gen. training (specify) 3. Specific Train. (sfy) 4. Apprent'ship	23. Work experience requirements. 1. None 2. Any job 3. Similar job 4. Same job	24. Past attempts made to employ workers under age 25. 1. None 2. One 3. Several 4. Many	25. Degree to which past employed youth under age 25 met desired qualifications. 1. Failed 2. Partially met requirements 3. Fully met requirements	26. Openings existing at present for youth under age 25. (Indicate No.) a. Before school b. After school c. Saturdays d. Full time	27. Probable future openings and dates for youth under age 25. (Indicate No.) a. Before school b. After school c. Saturdays d. Summer e. Full time	28. Commercial work. 1. Shorthand 2. Typing 3. Bookkeeping 4. Jr. Bus. Tr. 5. Commer. law 6. Sec'y Train. 7. Bus. English 8. Other (sfy)			29. Indus. Arts and solder wk. 1. Mechan. Dr. 2. Sheet Metal 3. Electricity 4. Plumbing 5. Masonry 6. Carpentry 7. Painting and Finishing 8. Other (sfy)			30. Indus. Agri. Butcher Animals, fowls 1. Butcher Animals, fowls 2. Egg candling 3. Seed testing, treat., grading 4. Cream test. 5. Other (sfy)		31. Home Ec's 1. Textile study 2. Cloth. repair 3. Cloth. Alter. 4. Dry cleaning 5. Meal serving		32. Extent to which you'd be interested in cooperating with school placem't department. 1. For all applicants under 25 yrs. 2. For some applicants under 25 yrs. 3. For no applicants under 25 yrs.
			M	F	M	F	M	F	M	F								Yr.	M	F	M	F	M	F	M	F	M	

Table grid for data entry with columns for months (M, F) and years (Yr.) corresponding to the form sections above.

FIRM SUMMARY CARD

(Form 1B)

1. Employer (Informant) (4) -----
2. When Busy Season Begins (5) -----
3. Source of Recruitment of Employees (6) -----
4. Factors Considered in Employing Youth (10) -----
5. Undesirable Traits or Habits for Which Youth Will Not be Employed (13) -----
6. Marital Status (12) -----
7. Religious Preference (13) -----
8. Openings in Occupations Existing at Present Time (14 and 18)

A1	-----	No.	-----	Time	-----
A2	-----	No.	-----	Time	-----
A3	-----	No.	-----	Time	-----
9. Openings in Occupations Existing in Near Future (14 and 19)

B1	-----	No.	-----	Time	-----
				Date	-----
B2	-----	No.	-----	Time	-----
				Date	-----
B3	-----	No.	-----	Time	-----
				Date	-----
10. Minimum Age (18)

A1-M	-----	F	-----	A2-M	-----	F	-----	A3-M	-----	F	-----
B1-M	-----	F	-----	B2-M	-----	F	-----	B3-M	-----	F	-----
11. Most Desirable Age (19)

A1-M	-----	F	-----	A2-M	-----	F	-----	A3-M	-----	F	-----
B1-M	-----	F	-----	B2-M	-----	F	-----	B3-M	-----	F	-----
12. Age Under 25 Beyond Which Employer Will Not Employ (20)

A1-M	-----	F	-----	A2-M	-----	F	-----	A3-M	-----	F	-----
B1-M	-----	F	-----	B2-M	-----	F	-----	B3-M	-----	F	-----
13. Minimum Educational Requirements (21)

A1-M	-----	F	-----	A2-M	-----	F	-----
A3-M	-----	F	-----	B1-M	-----	F	-----
				B2-M	-----	F	-----
				B3-M	-----	F	-----
14. Work Experience Required (23)

A1-M	-----	F	-----	A2-M	-----	F	-----
A3-M	-----	F	-----	B1-M	-----	F	-----
				B2-M	-----	F	-----
				B3-M	-----	F	-----
15. Special Training in Commercial Work Required or Desired (28)

A1	-----	A2	-----
A3	-----	B1	-----
B2	-----	B3	-----
16. In Industrial Arts (29)

A1	-----	A2	-----
		B1	-----
		B3	-----
B2	-----		-----
17. In Industrial Agriculture (30)

A1	-----	A3	-----
A2	-----	B2	-----
B1	-----		-----
B3	-----		-----
18. In Home Economics (31)

A1	-----	A2	-----
		B1	-----
		B3	-----
B2	-----		-----
19. Extent to Which Employer Wishes to Use High School Placement Department for Employees Under 25. (32)

A1-M	-----	F	-----	A2-M	-----	F	-----
A3-M	-----	F	-----	B1-M	-----	F	-----
B2-M	-----	F	-----	B3-M	-----	F	-----

Enrollment Form for Graduates and Drop-outs

(Form 2A)

Name _____ Sex _____ Age _____ Address _____
 Name of Parent or Guardian _____ Address _____
 Married _____ Single _____ Widowed _____ Separated _____ Divorced _____
 Number of Dependents _____ Religious Preference _____ Health _____
 Do You Have a Social Security Number? _____ A Car Driver's License? _____
 What Is Your Present Occupation? _____
 Are You Doing the Kind of Work You Like? _____ If Not, What Kind of
 Work Would You Prefer? _____ What Would Be Your Second
 Choice? _____
 Year You Left High School _____ Why You Left _____
 Course You Followed While in High School (underline) College Preparatory,
 General, Agricultural, Commercial, Shop, Home Economics, Other (specify) _____
 Education (underline) High School-1, 2, 3, 4;
 Business College-1, 2, 3, 4; General College Work-1, 2, 3, 4; Trade School-
 1, 2, 3, 4; Other (specify) _____
 Names of Yale High School Teachers from Whom You Took Classes _____

Which of the Following, in Your Opinion Are the Eight Most Necessary Traits
 or Characteristics That You Must Possess in Order to Satisfactorily Hold a
 Job? (underline)- Neatness, Cooperativeness, Loyalty, Courtesy, Reliability,
 Ambition, Personality, Honesty, Alertness, Adaptability, Health, Efficiency,
 Dependability, Skill, Training, Regularity, Posture.

What Habits, Traits, or Characteristics do You Think Would Render an Indi-
 vidual Unfit for the Type of Position You Wish to Hold? _____

Specific Training and/or Experience (underline with one line those of the
 following in which you have had experience, with two lines those in which
 you have had training in school, with three lines those in which you have
 had both training in school and experience):- Shorthand 1, 2; Typing 1, 2;
 Bookkeeping; Junior Business Trainings; Commercial Law; Secretarial Trainings;
 Business English; Mechanical Drawings; Sheet Metal and Soldering; Electricity;
 Plumbing; Masonry; Carpentry; Painting and Finishing; Butchering of Animals
 and Fowls; Egg Candlering; Seed Testing-Treating-Grading; Cream Testing; Tex-
 tile Study; Dry Cleaning; Clothing Repair; Clothing Alteration; Meal Serving.

Jobs You Have Held Since Leaving High School.	Reason For Quitting Each Job.	Age When Accepting Each Job.	Months Spent on Each Job.	Name and Address of Each Employer.

References	Address	Business, Title or Position

Enrollment Form for In-school Students

(Form 5A)

Name _____ Address _____
 Sex _____ Age _____ Height _____ Weight _____ Class _____
 Name of Parent or Guardian _____ Address _____
 Occupation of Parent or Guardian _____
 Do You Have a Job at Present? _____ If So, Why Do You Wish to Change?
 _____ Name of Present Employer _____
 _____ Address _____
 Reason or Reasons for Wanting a Job _____

Names of Yale High School Teachers from whom You Have Taken or Are Taking
 Classes:- _____

Occupation You Wish to Pursue for Your Life's Work _____

Religious Preference _____

Which of the Following, in Your Opinion, Are the Eight Most Necessary Traits
 or Characteristics That You Must Possess in Order to Satisfactorily Hold a
 Job? (underline) Cooperativeness, Neatness, Loyalty, Courtesy, Reliability,
 Ambition, Personality, Honesty, Alertness, Adaptability, Health, Efficiency,
 Dependability, Skill and Training, Regularity, Posture.

What Habits, Traits or Characteristics Do You Think Would Render an Indi-
 vidual Unfit for the Occupation You Wish to Pursue for Your Life's Work? _____

Specific Training and/or Experience (underline with one line those of the
 following in which you have had experience, with two lines those in which
 you have had training in school, with three lines those in which you have
 had both training in school and experience):- Shorthand 1, 2; Typing 1, 2;
 Bookkeeping; Junior Business Training; Secretarial Training; Commercial Law;
 Business English; Mechanical Drawing; Sheet Metal and Soldering; Electricity;
 Plumbing; Masonry; Carpentry; Painting and Finishing; Butchering of Animals
 and Fowls; Egg Candling; Seed Testing-Treating-Grading; Cream Testing; Tex-
 tile Study; Dry Cleaning; Clothing Repair; Clothing Alteration; Meal Serving.

Jobs You Have Held	Reason for Quitting Each Job	Months on Job	Name and Address of Employer

Kind of Job You Prefer
in Order of Preference

Time You Wish to Work
 a. Before School
 b. After School
 c. Saturdays
 d. Full Time
 e. Summer

Date You Wish to
Begin

Summary Card for Graduates and Drop-outs

(Form 2B)

Name _____ Address _____ Age _____ Sex _____ Religion _____
 Marital Status _____ Dependents _____ Health _____ Education _____
 Driver's License? _____ Social Security Number? _____ Year Left High School _____
 Why Left? _____ High School Course Followed _____
 Name of Parent or Guardian _____ Address _____
 Satisfied With Present Occupation? _____ Occupation Preferred _____
 Eight Most Necessary Traits or Characteristics _____
 Undesirable Ones _____
 Special Training and/or Experience _____

Teachers From Whom Classes Were Taken _____

Jobs Since High School	Reason for Quitting	Age When Accepting	Months Worked	Name and Address of Employer

References	Address	Business, Title, or Position

Summary Card for In-school Students

(Form 3B)

Name _____ Address _____ Age _____ Class _____
 Sex _____ Height _____ Weight _____ Religion _____
 Name of Parent or Guardian _____ Address _____
 Job at Present? _____ Why Wish to Change? _____
 Name of Present Employer _____ Address _____
 Names of Teachers _____
 Reason for Wanting a Job _____ Life's Occupation Desired _____
 Special Training and/or Experience _____
 Eight Most Necessary Traits or Characteristics _____
 Undesirable Ones _____

Jobs Held	Reason for Quitting	Months	Name and Address of Employer

Kind of Jobs Preferred in Order of Preference	Time to Work a. Before School b. After School c. Saturdays d. Full Time e. Summer	Date to Begin

Recommend to Employer

(Form C2)

This introduces _____, an applicant for the position of _____ in your firm. Applicant _____ has fulfilled all requirements enumerated by you in the firm questionnaire except the following:-

Applicant _____ was chosen in preference to other persons interested in the position by the following teachers who know (him, her):- _____, _____, _____, _____.

(He, she) offers as references the following:-

(He, she) has held the following jobs:-

Job	Reason for Quitting	Name and Address of Employer
_____	_____	_____
_____	_____	_____
_____	_____	_____

(He, she) believes the following traits or characteristics are most necessary in getting and retaining a job:-

(He, she) (does, does not) have a social security number..

Sincerely,

News Releases

News Release Number 1 (Thursday, October 24, 1940). Yale's Occupational Analysis Prepared by Local Teachers: Conscious of the fact that local employers are often unable to obtain satisfactory employees when needed, Yale High School is now in the process of establishing a high school placement department, the services of which are available to in-school students, graduates, and drop-outs under 25 years of age.

In the past the high school has often been unable to supply employers with satisfactory employees because there existed no understanding between the school and employer as to just what each local employer expected of his employees in the way of age requirements, education, personal habits, etc.

To solve this difficulty a very complete firm questionnaire has been prepared by a local teacher and will be presented to each employer in the City of Yale and surrounding towns and villages by high school juniors and seniors who will receive special training for the work.

A placement department enrollment form for in-school students has also been prepared and is now being presented to those students who are interested in obtaining employment. This questionnaire asks about the jobs they have held, the training they have had, references, type of job each prefers, etc.

A placement department enrollment form for graduates and drop-outs is now complete and asks such questions of the graduates and drop-outs as: "What jobs have you held since leaving high school?", "Why did you leave school?", "What special training have you had?", and "What traits do you think an employee should possess in order to satisfactorily hold the type of job you prefer?"

Another shorter questionnaire will be made out to be presented to those students who are interested in doing odd jobs about town, such as caring for children, firing furnaces, mowing lawns, etc. This, when complete, will make it possible for townspeople to call the school for such help and get results.

A sheet entitled "Advice in Applying for and Retaining a Job" has been prepared and will be given to each applicant.

The job is a big one, but, when complete, should prove of great service to all who employ or wish to employ young workers.

A project similar to this has been carried out at St. Clair, Dearborn, and several other places.

News Release Number 2 (October 31, 1940). School Employment Service is Now Ready--Call 200: Yale High School is now ready to offer one of the services to the community that was originally planned as a part of its broad placement program.

If all townspeople who need boys to do such work as raking lawns, mowing lawns, painting, working in gardens, caring for furnaces, or girls to do such work as caring for children, washing dishes, general housework, home nursing, and other odd jobs will call the high school--Ring 200--they will get results immediately. These young workers are able to work before school, after school, evenings, and Saturdays.

More than seventy responsible young applicants have enrolled for this kind of work. We urge you to make use of this service.

News Release Number 3 (November 7, 1940). To Former Students of Yale High School Under 25 Years of Age: The school placement department will appreciate your filling out one of our Placement Department Enrollment Forms for Graduates and Drop-outs, thereby signing up with the department.

We are making every possible effort to obtain satisfactory jobs for those who sign up, but we, of course, can make no effort to help those who do not enroll with us.

We already know of several vacancies, but not enough students have enrolled with us to fill them. You may obtain enrollment forms by calling at the placement office (English room) of the high school, or by asking a student of Yale High School to bring one of the forms to you.

If you are not interested in obtaining a job, we would appreciate your filling out one of the forms anyway as we wish to bring our records on graduates up to date. Your cooperating to this extent will make our calling on you unnecessary and save us time and inconvenience.

News Release Number 4 (November 14, 1940). Occupational Survey: Yale's Occupational Survey is now well under way. At this writing, ten firms have been surveyed and some twenty more will be contacted in the near future.

Those business, professional, and industrial men who have not already been informed of the purpose of the survey will have the matter fully and carefully explained to them by the student enumerators doing the surveying of their particular establishments.

The purpose of the survey is to attempt to learn what personal, age, educational, and other qualifications employers of the Yale Area expect of their employees. The information is all kept at the Yale High School and will be used to help students, graduates, and drop-outs of Yale High under 25 years of age to obtain jobs for which they are best fitted. It is meant to be of very great service to local employers in obtaining satisfactory employees when they are needed.

News Release Number 5 (November 28, 1940). Placement Department Needs Applicants—Enroll at Once: Again all former students of Yale High School are asked to enroll with the school placement department. Those desiring to obtain jobs might be interested in learning that thirty vacancies have been located even though the survey in the city itself is only about half completed.

The department is also interested in enrolling those former students not interested in obtaining jobs, for the purpose of bringing its records on former students up to date.

News Release Number 6 (December 3, 1940). To Whom It May Concern: The school placement department now has four persons who have graduated from high school wanting secretarial positions; twenty-four in-school girls wanting clerking positions and seventeen in-school girls wanting part-time secretarial positions; fifteen in-school boys wanting clerking and one clerical work; thirty-nine in-school girls and thirty in-school boys want odd jobs. The odd jobs for girls consist of: care of children, general housework, dish washing, sewing, and many others. For boys there are such jobs as shoveling snow, taking care of furnaces, painting, etc.

There is also a seventeen year old boy enrolled in the placement department, a former football player who can do hard manual labor, wishing to find a place where he can work for his room and board.

A girl with one year and eight month's experience as a clerk and a high school graduate, is available for work at the present time. She can give several good names as references.

The placement department is very anxious to help these individuals. Therefore, if anyone has a place for one of these people, please phone 200-- the Yale High School placement department. You will thereby be helping the boys and girls, the placement department, and yourself.

News Release Number 7 (December 12, 1940). Placement Department News: The placement department is very anxious to make assignments for in-school students on odd jobs. This particular phase of placement work has not received the calls that the department feels it should. Would you kindly call the school if you need anyone? Phone 200.

News Release Number 8 (February 6, 1941). Notice: Placement department has openings for several girls. All those interested, please phone 200 or come to the Yale High School immediately.

Letters

Informant's Letter (number 1)

Yale, Michigan

Dear _____:

Within a few days a student of the Yale High School will call at your establishment to ask you questions pertaining to qualification requirements for young workers in your establishment.

The purpose of this procedure is to ascertain as nearly as possible employers' requirements for young workers in the Yale Area. The information is for local use only and will be used right at the Yale High School as an aid in preparing students to meet the requirements of local employers, and to assist the local high school administrators and teachers in placing students on jobs for which they are best fitted.

The entire interview should take not more than fifteen minutes of your time as the student who will visit you has been carefully trained to do this kind of work.

If you employ no one we would at least appreciate your opinion as to the requirements you would demand of young workers if you were to employ. For this reason our students are visiting all establishments.

We assure you that your cooperation will be greatly appreciated.

Yours truly,

Directions

Tips to Enumerators 1/

(Form 1C)

Always ask for the owner, proprietor, partner, manager, etc. of the firm; never for one of the employees. After introducing yourself to this head of the firm and explaining the purpose of your visit and of the survey, ask for the official name of the firm and write it after "Name of Establishment".

Since you are known as the "Enumerator" in this case, write your name after "Enumerator" in the upper left hand corner of the sheet. The date following refers to the date on which you make a survey of the firm. After Item 1 (county) place the name of the county in which the establishment is located, and after Item 2 (city) write the name of the city in which it is located. Item 3 (address of establishment) refers to city and state and in some instances the street also. The informant (item 4) is the name of the person to whom you are talking and from whom you are to get the information needed. Title (item 5) refers to the title of the informant as, "Manager", "Owner", etc. Item 6 (nature of industry) and Item 7 (type of product or service) are answered as follows:

<u>Nature of Industry</u>	<u>Type of Product or Service</u>
Automobile retailing	Accessories
Automobile retailing	Used parts
Restaurant	Meals
Library	Public--general
Library	Rental
Insurance	General insurance
Insurance	Life insurance
Medical	Private physician service
Building construction	Private homes
Pool room	Pool and billiards

For Item 8, ask the informant if there are rather consistent fluctuations in his business each season from year to year. If he answers "yes", ask him first how many he employs during his slack season (item 8a); next, ask for the names of the months that are slackest (item 8b). If he should say July, August, September, and October, write only July--November 1. Ask, in the same manner, for the highest employment (item 8c) and month or months (item 8d). If he says there are no fluctuations in his business, omit column 8. If he employs no one, ask him if he experiences rather consistent fluctuations in his volume of business from year to year and if he does, answer 8a and 8d only.

For Item 9 (most frequent source for recruitment of new employees under 25 years of age) you are to ask the informant which method or methods

1/Directions for Items 1 through 9 and 14 through 23 were with certain revisions taken from "A Manual for Conducting a Job Opportunities Inventory" (Detroit: Michigan State Employment Service, 1940) Michigan Unemployment Compensation Commission, p. 44

he uses most often for obtaining new workers under 25 years of age, and then, check those he answers. If he employs no one under 25, ask him which course he would use if he were to employ.

Item 10 (factors considered in employing, retaining, and promoting employees) is to be handled in this manner: Ask the employer what factors he emphasizes in employing, retaining, and promoting employees under 25 such as honesty, dependability, etc., and place a check before those he names, specifying in writing those he names that are not listed. If he employs no one, ask him which factors he would consider if he were to employ.

For Item 11 (undesirable traits or habits for which an applicant for a position would not be employed, or for which an employee would not be retained or promoted) ask the employer what traits or habits he would not tolerate in his employees under 25 years of age such as drunkenness, etc., and then check those he names, specifying in writing those he names that are not listed. If he employs no one ask him which traits or habits he would not tolerate in an employee if he were to hire someone.

For Item 12 (preference as to marital status of applicant) ask the employer if he prefers that these applicants or employees be single or married, asking for males first and then females, using the check mark in each case. If he employs no one, ask him what his preference would be if he were to employ.

For Item 13 (preference as to religion of applicant) ask the employer if he has any preference as to the religion of his applicants under 25, and if he does, check in the proper place. If he employs no one under 25, ask him what his preference would be if he were to employ.

You have now reached the section of the schedule in which the occupations in the establishment, the number of employees, and the qualifications for work are to be recorded. The first step in this procedure is to obtain from the informant a complete list of occupations or jobs represented in the establishment. You are to make this list on a separate sheet of paper for reasons which will become clear later. After you are certain that the list is complete, write the name of the first job on the top line in Column 14 of the schedule. Then ascertain and enter all of the information about that job in accordance with the instructions given below. When you have all the data for the first job, then enter the name of the second job on your list on the next vacant line in Column 14 of the schedule, and proceed carefully until the information for all jobs has been recorded. Then ask the employer if there are any occupations he would add to his establishment if he could obtain satisfactory employees, and if he answers in the affirmative, ask him to name them for you and write each one under Column 14 as you did for all other occupations. The same procedure as mentioned above is followed for these occupations, except that Columns 15, 16, 17, and 25 are omitted.

One worker establishments. Your procedure for establishments in which there is only one worker, as may often be the case with a physician, plumber, music teacher, etc., is almost exactly the same as it is for other establishments. The only difference is that in cases where the one worker

is under 25, it is necessary to enter the name of the occupation on a separate sheet before entering it on the schedule.

What occupations are to be included. In general, every occupation represented in the establishment is to be covered. This means that you will be concerned with every job from that of the office-boy to owner, manager, or proprietor. The one exception to this rule is noted in the next paragraph.

What occupations are to be excluded. The one type of job not to be covered is: (1) that held by family members whose work is not essential to the operation of the business, and who would not be replaced by other employees if they were to leave. Here it is necessary to make a clear distinction between family workers, on the one hand, whose jobs are necessary and whose work would have to be performed by new employees if they left, and family workers, on the other hand, who are just helping out for an indefinite period of time merely because they happen to be around. Note, particularly, that while the two types of family workers are quite common, the distinction between them cannot be made on the basis of whether they are paid, because either type may or may not be paid in the conventional sense of the word.

It is necessary, also, to bear clearly in mind that one occupation or kind of job may be held by both a regular, paid worker and by a family worker just helping out for lack of something to do. In a restaurant, for example, there may be (1) a hired waitress, (2) a son or daughter whose place would have to be filled by someone else if he or she left, and (3) a niece working now and then just to keep herself occupied. The presence of either 1 or 2 would necessitate the recording of the occupation; the presence of 3 alone, would cause the occupation to be disregarded.

Necessity for making entries specific. All occupations or job-titles must be as precisely descriptive of the work actually done as it is possible to make them. The following list gives examples of well chosen and poorly chosen titles. Note that the examples of right entries are very specific. Strive to attain this in every title you enter.

<u>Right</u>	<u>Wrong</u>
Singer	Musician
Draftsman--plumbing	Draftsman
Shipping clerk	Clerk
Legal stenographer	Stenographer
Men's clothing salesman	Salesman
Real estate agents	Agents
Salesman---drugs and spices	Salesman or peddler
Salesman---wood and ice	Salesman
Potato buyer	Buyer
Kitchen maid	Maid

To question the informant. "We now come to question 14. Will you please give me the name of every regular job which you have in your establishment. We need information on every job from that of the office boy up to and including yours, except those held by members of the family who would

not be replaced if they stopped working or left. In listing the jobs, we want names (or job titles) that tell exactly what the employees do. We are interested in descriptive rather than payroll titles. Be sure to include, also, those occupations the employer would add to his establishment if he could obtain satisfactory employees for same."

Column 15 (total number employed in each occupation). After you have entered the first jobtitle in Column 14, ascertain how many are males and how many are females, and make the corresponding entries in Column 15. If there are no males in the occupation, enter a dash (-) in "M", Column 15; if there are no females enter a dash (-) in "F", Column 15. If there is only one worker, i.e., a proprietor, a physician, a carpenter, etc., enter a number 1 in either "M" or "F", depending on the sex of the worker. Do not ask for this information for those occupations the employer would add to his firm if he could obtain satisfactory employees for same. Enter dashes only.

Column 16 (number of youth under 25 years of age now employed in each occupation). If there are no employees below 25 years of age in the occupation, you will enter dashes (-) in "M" and "F", Column 16, on the line on which that occupation is entered. You will enter a dash in "M", Column 16, if there are no male youth employed. Do not ask for this information if there are no female youth employed, just enter a dash in "F" Column 16. You are not to ask for this information for those occupations the employer would add to his firm if he could obtain satisfactory employees. Enter dashes only.

In one-worker establishments, ascertain whether the worker is 25 years of age or over. If he is, enter dashes (-) in "M" and "F", Column 16. If the worker is under 25 years of age, enter a 1 in "M" or "F", depending on the sex of the worker. Do not ask for this information for those occupations the employer would add to his firm if he could obtain satisfactory employees. Enter dashes only.

For some occupations, the entry in Column 16 will be a dash, indicating that there are no youth employed at the present time. When that occurs, you are to terminate your questions with regard to that particular occupation and enter the title of the next job on your list on the succeeding line of Column 14. Explain to the informant that, since this is a youth survey only, you are not interested in the qualifications for hiring older workers. Note that in one-worker establishments where the worker is 25 or more years of age, the interview will be terminated at this point. Do not ask for this information at all for those occupations the employer would add to his firm if he could obtain satisfactory employees. Enter dashes only.

Column 17 (number of youth hired for each job during the last 12 months and who are now employed). Ask, "How many workers under 25 years of age who are now employed on this job did you hire during the last 12 months?" This number is to include all new workers (under 25) hired for the first time by this establishment (during the last year) and any workers (under 25) laid off before 12 months ago and rehired for this job since that time. The number of workers hired is not to include any who may have been in the establishment all year but recently promoted, transferred, or demoted to this job.

Enter the number of males in "M", Column 17, and the number of females

in "F", Column 17. Use dashes in "M" and "F", Column 17, when no males or females meeting the specifications were hired.

If there is only one worker in the establishment and if he is under 25 years of age, ask whether he started in business during the last 12 months. If the answer is "yes", enter a 1 in "M" or "F", Column 17, depending on the sex of the individual. If the answer is "no", enter dashes in "M" and "F", Column 17.

You are not to ask for any of this information for those occupations the employer would add to his firm if he could obtain satisfactory employees. Enter dashes only.

Column 18 (minimum age for employment). Ascertain and enter in these columns the ages below which the management will not employ workers for this occupation. Make a separate inquiry and entry for male and female workers. If the females are never employed in the occupation enter a dash in "F"; if no males are ever employed in the occupation enter a dash in "M".

Column 19 (most desirable age for employment). Ask the informant which he regards as the most suitable hiring age from the standpoint of adjustment to the job, acquisition of skill, and maximum output of work. It is the age at which the management feels the employee will best satisfy the conditions and demands of the particular job. Make a separate inquiry regarding males and females and enter the age (or dash if one or the other sex is not employed on the job) reported by the informant for each sex. It is noted that ages of 25 years or over are acceptable for Column 19.

If the entry in "M" Column 19 is 24 years of age or less ask "Will you hire men workers 25 years of age or over for this job?" If the answer is "yes", enter a dash in "M" Column 20. If the answer is "no", ask, "How old can a young man be and still be hired for this job?" Enter in "M", Column 20, the age given by the informant.

If no female youth are employed on this job (indicated by a dash in "F", Column 16), proceed to the question on marital status. If female youth are employed and if the entry in "F", Column 19, is not over 24 years of age, ask the same questions that you used regarding maximum hiring age for males and make the appropriate entries.

Column 21 (minimum educational requirements). Say to the informant, "The next question refers to the amount of education your young workers should have in order to perform this job successfully. I'd like to read you a list of possible educational requirements and have you select the one which fits your policy. 1. No educational requirements; 2. Eighth grade graduation; 3. Some high school; 4. High school graduation; 5. Some college; 6. College graduation; 7. College graduate work; 8. Business college and 9. Trade school." Give for each occupation the number indicating the educational requirements or requirement in each case. If the employer states that he requires some high school, enter a number 3 in the column and then ask him how many years of high school is preferable; put the number of years of high school desired under "years" in Column 21 opposite the number 3. The same holds true

for numbers 5 and 7 also.

Column 22 (vocational training requirements). This refers to the type of vocational training the management feels a youth should have in order to perform a particular job successfully. Question the informant as follows: "The next question refers to the type of vocational training that youth under 25 need in order to be hired for this job. Usually this vocational training will have been obtained while the you was fulfilling the educational requirements you have told me about. We have four possible answers to the question, which I'd like to read to you so you can select the one which fits your policy. The first possible answer is, of course, that no vocational training is required; you will supply any necessary training after the worker is on the job. The second answer is "General training," by which we mean the type of training that would give the workers a general background in the type of work to be done. An example of this general training would be that obtained in a commercial course in a high school or a general business college. The third type of training we have called "Specific training." This is the type that fits a worker for stepping into a job with very little additional training from the employer. An example of this would be an accountant. The last type of training is "Apprenticeship training" by which is meant a formalized 3, 4, or 5 year training program, such as would be required by plumbers or printers.

An informant will sometimes stop the enumerator in the midst of the foregoing to say that he requires one of the types of training just mentioned or which he has seen on the schedule he has before him. In cases where this interruption occurs after the item has been explained, record the proper entry and do not explain the rest of the types of training. If the informant states that he requires any of the types of training before it is explained to him, read him the definition of that particular type of training to be sure that both parties mean the same thing by it.

Column 23 (work experience requirements). By work experience is meant experience on a job obtained by the youth before being hired for the particular job in question; this experience may have been obtained either while the youth was in school or since leaving school. This requirement does not include the type of experience received during a period of apprenticeship, since that factor is considered under the classification of vocational training requirements in Column 22. Say to the informant, "The question at hand refers to the kind of work experience a young man must have in order to be hired for this job. First, do you demand experience from new workers on this job?" If the answer is "no", enter 1 in Column 23. If the answer is "yes" say: "We have listed here three types of work experience. The first is experience on "any job" which means that you want workers to have had some kind of work experience regardless of the job on which it was obtained. The second is "similar job" which means that you would want workers to have had experience on a job which is like this one, that is, where the duties are somewhat similar to those of this job. The third type is experience on a job identical with this one--on which the prospective employee worked in a different place, of course."

Column 24 (past attempts made to employ workers under age 25). Ask the informant, "Have you made many, several, one, or no past attempts to employ male workers under age 25?" If he answers "none" write 1 after the occupation for which the answer was given, 2 if one attempt had been made, 3 if several attempts had been made, and 4 if many attempts had been made. Do likewise for

females.

Column 25 (degree to which past employed youth under age 25 met desired qualifications). Ask the informant, "Do you feel that your past employed youth under 25 years of age have failed to meet your requirements, partially met your requirements, or fully met your requirements?" Record the number corresponding to the answer given for both males and females. Ask the question for each occupation except those the employer would add to his establishment if he could obtain satisfactory employees for each.

Column 26 (openings existing at present for youth under age 25). Ask the informant, "Are there any openings existing at present for (here give the name of the occupation to be considered)?" If he answers "yes" draw a horizontal line through the column and ask if it would be a full-time job, and if so, write the letter "e" under the line. If he should say that it would be a part-time job, ask if he would expect such an employee to work before school, and/or after school, and/or Saturdays, and/or summer and write the letters corresponding with his answer under the line drawn. For example, if he should say that the employee would be expected to work after school and Saturdays, the letters "b" and "e" would be written under the line drawn. If the employer answers that there are no openings existing at present, draw a dash (-) through Column 26.

Column 27 (probable future openings and dates). Exactly the same procedure is followed for Column 27 as is followed for Column 26 except that above the horizontal line drawn through the column, both the number of probable future openings and dates are written.

Column 28 (commercial work). Ask the informant, "What training in commercial work such as shorthand, typing, or bookkeeping is required or desired of your employees." If he should answer that he requires bookkeeping, you will write "a3" in the column. If he says that bookkeeping is desired, write "b3" in the column. If he requires shorthand, typing, and bookkeeping, write "a1, 2, 3," in the column, etc.

Column 29 (industrial arts). The same procedure is followed here as was followed for Column 28.

Column 30 (industrial agriculture). Follow the same procedure here as was followed for Column 28.

Column 31 (home economics). Follow the same procedure as was followed for Column 28.

Column 32 (extent to which you'd be interested in cooperating with school placement department). Ask the informant, "Would you be interested in cooperating with the school placement department for all applicants under 25, for some applicants under 25, or for no applicants under 25?" If he answers that he would be glad to notify the department every time he is in need of an employee under 25, write number 1 after the proper occupation; if he says he would be glad to notify the department when some vacancies occur, write number 2 after the proper occupation; and if he says he would not be interested in notifying the department of such vacancies, write number 3 after the proper occupation.

Advice in Applying for a Job or Position ^{1/} (Form D)

For personal interviews:

1. Approach the employer with the thought in mind that you must arouse his interest.
2. Show the employer that you are definitely interested in the position.
3. When talking with your employer, be natural, easy in manner, not gushing. Don't beg for the position. If you have no better reason than just need for the money you might better not apply.
4. Let the employer do the talking, but don't be afraid to ask intelligent questions.
5. Forget the salary. Be willing to work without pay for a time if the employer questions your ability to do the work. Remember you are young yet. The experience and a good recommendation are generally more valuable than the money actually received.
6. Under all conditions be honest with your employer. He knows you are young and doesn't expect that you can do everything.
7. You should be able to give the employer definite reasons why you think you are capable of doing the work.
8. Be careful of personal appearance. Avoid overdressing. It is as bad as careless dressing. Modest, business-like dress, careful grooming, and little, if any, jewelry aid in giving one the right impression. Avoid too much make-up.
9. Look at the interviewers; not at the floor or ceiling.
10. Sit up on the chair; don't lean or slouch.
11. Report the outcome of your conference to the placement department.

For application by letters:

1. At the beginning of the letter, mention the fact that you have been notified of the vacancy by the Yale High School Placement Department. This should help you in getting the job.
2. Make your letter business-like, correct in form, English, spelling, etc.
3. In writing letter of application, be brief. No one likes to read a long letter.
4. Omit personal details such as height, weight, etc.
5. In filling out application blanks, do so in your own handwriting.
6. If you type your letter, don't erase, and avoid errors. Sign the letter in your own handwriting.

General facts to remember:

1. Don't be afraid to ask the employer lots of questions about the job.
2. Ask the employer what future the job has for you.
3. Keep in mind that although you might not get the position or job for which you are applying, it is important that you make the best possible impression, for the employer might possibly utilize your services for some other type of job.
4. Don't run down other applicants for the job. Say something in their favor if you can; if not, say nothing at all.

^{1/}Items included here were taken, with certain revisions, from a similar list used by the Placement Office, Department of Education, Michigan State College.

BIBLIOGRAPHY

- Bell, Howard M. Matching Youth and Jobs, "A Study of Occupational Adjustment", American Council on Education, Washington D. C., 1940.
- Bell, Howard M. Youth Tell Their Story, "A Study of the Conditions and Attitudes of Young People in Maryland Between the Ages of Sixteen and Twenty-four. A Maryland Study Made by the American Youth Commission." Washington D. C., American Council on Education.
- Benlow, S. D. "Program of Job Finding and Student Placement", National Education Association Proceedings, 1939: 686.
- Bennett, Harry Eastman, Ph. D. "Vocational Education Vs Job-training." Michigan Vocational Outlook 2: 85-88, March 1940.
- Bogun, William J. "Guidance in Public Schools." Occupations 14: 101-104, November 1935.
- Bunting, J. R. "Counseling Alters Pupils' Choices", Occupations 18: 174-176, December 1939.
- Byer, Herman B. "Labor Turn-over in Searsville, 1937-1938." Monthly Labor Review, 50: 218-221, January 1940.
- Cameron, W. J. "Industry Looks Ahead With Vocational Education", A. V. A. Journal and News Bulletin 15: 17-21, February 1940.
- Chatterton, Perry De. "Inaugurating a Plan of Guidance for Reed City High School." Unpublished Master's Thesis, Department of Education, Michigan State College, 1938.
- Crooks, Margaret. "Our Five-Year Student Follow-up Plan", The Business Education World 20: 847-849, June 1940.
- Dictionary of Occupational Titles (Washington: U. S. Department of Labor) U. S. Employment Service, Employment Service Division, Parts I and II, 1939.
- Duffey, E., and Crissy, J. E. "Evaluative Attitudes as Related to Vocational Interests and Academic Achievement", Journal of Abnormal and Social Psychology 35: 226-245, April 1940.
- Densmoer, G. C. "How to Organize and Conduct Career Conferences." Occupations 18: 163-168, December 1939.
- Frasier, Perry G. "Out-of-School Youth: Some Significant Findings", The School Review 48: 368-374, May 1940.
- Geech, Wilbur J., and Miller, Leonard M. "Rockland County's Self Survey." Occupations 14: 855-911, Section 2, May 1936.

BIBLIOGRAPHY (cont.)

- Handville, Raymond. "Filing Your Occupational Information", Occupations 18: 101-104, November 1939.
- Hartwell, Dickson. "Business Asks the Public How It May Serve Best", Nation's Business 28: 26-28, 106-109, May 1940.
- Horn, Carl M. "Where Do We Go From Here?" Michigan Vocational Outlook 2: 145-147, June 1940.
- Industrial Classification Code (Washington: Federal Security Agency) Social Security Board, Bureau of Employment Security (Research and Statistics Division) Parts I and II, 1939.
- Jager, Harry A. "Occupational Information and Guidance", Michigan Vocational Outlook 1: 3-5, April 1939.
- Jechen, A. E. "Factors That Influence Choice of Trade", Industrial Arts and Vocational Education 29: 47-49, February 1940.
- Levinson, Gigi. "Motion Pictures for Disseminating Occupational Information", Educational Screen 19: 189-190, 212-213, May 1940.
- Mans, F. D. "Activity Finances and Accounting--Lansing Eastern High School--Lansing, Michigan", A Problem Submitted to the Department of Education, Michigan State College, August 1941.
- Munson, Joy B. "A Suggested Plan of Guidance for the Lansing Public Secondary Schools", Unpublished Master's Thesis, Department of Education, Michigan State College, 1940.
- Neumann, Peter. "An Employment Plan", Michigan Vocational Outlook 2: 52, December 1939.
- Overholt, Clyde Walter. "A Study of the Vocational Interests of Boys and Girls in Six Townships of Ingham County, Michigan," Unpublished Master's Thesis, Michigan State College of Agriculture and Applied Science, 1932.
- Reeves, Floyd W. "After the Youth Survey--What?" Occupations 18: 243-248, January 1940.
- Smith, Stanley S. "An Occupational Study of the Graduates of the Fordson High School, Dearborn, Michigan", Unpublished Master's Thesis, Michigan State College, 1932.
- Taylor, Frank F. "Portland's 600 Dutch Uncles", Reader's Digest 37: 109-111, July 1940.
- Tibbitts, Clark and Others. A Manual for Conducting a Job Opportunities Inventory. (Detroit: Michigan State Employment Service, 1940) 44 pp.

BIBLIOGRAPHY (cont.)

"200 Sources of Pamphlet Materials on Occupations" (Washington: U. S. Office of Education, 1941) Federal Security Agency (Vocational Division, Occupational Information and Guidance Service).

Walker, Helen M., and Durost, Walter N. "Statistical Tables - Their Structure and Use", Bureau of Publications, Teachers College, Columbia University, 1936.

Wright, Barbara M. "A Follow-up of 1934 Graduates", Occupations 15: 42-45, October 1936.

WITHDRAWN

1987

MICHIGAN STATE UNIVERSITY
INSTRUCTIONAL MATERIALS CENTER
COLLEGE OF EDUCATION