AN INVESTIGATION OF GRAHAM HIGH SCHOOL GRADUATES TO DETERMINE WHETHER THEY ARE MEETING STATED NEEDS OF BUSINESS AS TO PERSONALITY, INTELLIGENCE, AND CHARACTER TRAITS

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THESIS

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By

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CHAPTER I

INTRODUCTION

Statement of the Problem

Since the Graham High School graduates would ultimately go out into the business world of today and seek employment of undetermined classification, it was the purpose of this study to see just how well they were meeting the stated needs of the business world in which they would be employees. By using the forms, questionnaires, and letters that fifty-seven of the larger business concerns in the United States sent out to their potential employees' references, concerning that potential employee's aptitude, character, personality, and intelligence, a percentage tabulation would be made and from these criteria a concise and applicable questionnaire was developed. The questionnaire was checked by three teachers of each of the one hundred 1948-1949 Graham High School graduates. By tabulating these questionnaires and checking the percentages against those found in a study of the materials used by the representative business concerns, a fairly accurate picture was developed that gave the answer to the question of, "Is our high school turning out the product that business demands?"

Later, if the investigation proved the school to be

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inadequate in meeting the needs of these fifty-seven repre-
sentative businesses, it is hoped that the local school
administration can be influenced to develop courses that
will better give the student the required background pre-
requisites as found by this investigation.

Justification of This Study

This investigation was justified by the prevalent
feeling expressed by many employers of Graham, Texas, that
the average high school graduate could not be accepted into
their firms without long and expensive training after em-
ployment, some of which training could very successfully
be accomplished by the high school. Since these graduates
would do something to earn their livelihood, there appeared
to be a need for such a study and program that would help
the student to adjust himself to his new environment quick-
ly; and with a minimum of friction upon the beginning of a
career.

There could be no doubt that personality was of ut-
most importance to those who expected to earn their living
in direct contact with people in their environment. Most
of the questionnaires, forms, and letters from the bigger
businesses placed personality and all its implications at
the very top of the reference checklist.

Many authors agree that personality training is an im-
portant factor in making satisfactory adjustments in our

business world, but the following statement incorporates
the full meaning of the importance of personality training
for those who enter the business world. Paul W. Chapman
is quoted as saying:

> Your personality affects your relationships
> with people. It determines, in a large measure,
> your happiness from day to day, your social life
> is controlled by your personality, and what is most
> important of all, it is a major factor in making
> possible a satisfactory occupational adjustment;
> that is, personality -- to a greater extent than
> anything else -- determines the degree to which
> you succeed or fail in the life work of your choice.[1]

Paul W. Chapman, quoting from Donald A. Laird's book,
How to Make People Like You, gives further pertinent infor-
mation:

> Mastering of the details of one's calling is
> not enough to bring a man to the point of maximum
> earning if he has not the personality to back his
> knowledge and assist in smoothing the way to apply
> it.[2]

In view of the foregoing, it was worth-while to note
the information quoted by Chapman from the following survey:

> The Harvard Bureau of Vocational Guidance, for
> example, found in the study of 4,400 persons who
> were discharged from jobs that personality factors
> were the cause of failure in sixty-six per cent of
> the cases. Lack of technical knowledge was the ba-
> sic reason for the failure of only thirty-four per
> cent of the cases.[3]

G. A. Prosser also found the need for this type of
training and issued the following:

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[1]Paul W. Chapman, Your Personality and Your Job, p. 7.

[2]Ibid., p. 8.   [3]Ibid.

In a recent survey of 4,000 discharged office and clerical workers of seventy-six organizations, only ten per cent lost out because of a lack of specific skills, while ninety per cent lost their jobs because of undesirable character traits.[4]

The Carnegie Foundation found that there is a need for a program of this type of training and issued the following statement:

On the basis of our studies we find that the technical training counts only fifteen per cent in the success of an individual, while personal qualities count for eighty-five per cent.[5]

It was clear from a study of what noted authors had said on the subject that personality is one of the most important assets to people in the business world. If this is true, then people should know what traits potential employers seek in an employee. Several thousand employers were asked which personality traits and characteristics they sought in their employees. From this representative opinion, coming from all parts of the United States and representing all kinds of business enterprises and all types of occupations, it was concluded that all major aspects of "Personality" could be classified under the ten headings as follows:

Appearance	Expression
Manners	Intelligence
Agreeableness	Self-confidence
Interest	Dependability
Temperament	Loyalty[6]

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[4]G. A. Prosser, "What 'White Collar' Business Expects of High School Graduates," Business World, XVIII (March, 1938), 525-526.

[5]Chapman, op. cit., p. 8.   [6]Ibid., pp. 8-9.

Bothilda Mahler reveals the following information in a "Business Personality Survey" made during January, 1938, with the business men and women of Des Moines, Iowa, to determine the character and personality traits that they considered most important in obtaining and holding a job. Approximately eighty men and women were interviewed personally. The findings were computed from fifty questionnaires filled out at the time of the interviews. Sixty different traits were mentioned, of which thirteen were repeated often enough that they were selected as the most important; these are listed below:

Appearance	Cooperation
Personality	Health
Capability	Experience
Initiative	Education
Loyalty	Neatness
Dependability	Honesty
Punctuality[7]	

Many more examples of the importance of good character and personality traits might be quoted, but each would, of necessity, be very similar to these; that is, all would show that persons usually secure or do not secure a job on the basis of personal character, which includes appearance, agreeableness, co-operation, courtesy, and many others.

As the writer felt that it was his responsibility to know which character and personality traits business men

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[7]Bothilda Mahler, "Business Personality Survey," Balance Sheet, XXI (February, 1940), 261-288.

consider most important, a composite list was made into a
questionnaire from a collection of reference questionnaires
with the idea of checking the 1948-1949 Graham High School
graduating seniors in order to see if they possess those
character and personality traits desired by the potential
employer.

Purpose of This Study

It was the purpose of this study to make an investi-
gation of fifty-seven representative businesses that are
located throughout the United States, in an attempt to
find out just what the potential employers feel the school
should give the potential employee in regard to personality
and character training.

Limitations of the Study

This study will be limited to the one hundred graduat-
ing seniors of the year 1948-1949 and to fifty-seven rep-
resentative business firms located throughout the United
States.

Sources of Data

The data for this study were collected from books and
magazine articles written on personality training, person-
ality development, and teaching ideals. Books and unpub-
lished theses as found in the North Texas State College Li-
brary were extensively used. Conversations and opinions of

fellow graduate students, teachers, and business men were all used in the formulation of this thesis.

Related Studies

Lucille Cottrell in her Master's Thesis, "The Accuracy of Teachers' Ratings of Pupil Personality and Achievement as Compared with Standardized Tests," also presented a comparison of certain phases of personality ratings similar to those included in the present study.[8] In the study which was made in the Albany Elementary School with the fourth to the seventh grades inclusive and eight of the teachers participating, Miss Cottrell used the California Test of Personality, Elementary Form A and compared the subjective ratings of the pupils by the teachers with their respective standardized test ratings.[9] The results showed that there was a high correlation between the teachers' rating of each pupil's achievement and the standardized test scores. The study also showed that the teachers were more accurate in their rating of each pupil's personality than they were in the rating of each pupil's achievement as compared with the standardized tests.

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[8]Lucille Cottrell, "The Accuracy of Teachers' Ratings of Pupil Personality and Achievement as Compared with Standardized Test Scores" (Unpublished Master's Thesis, Department of Education, North Texas State Teachers College, 1946).

[9]Louis P. Thorpe, Willis D. Clark, and Ernest W. Tiegs, California Test of Personality, Elementary Form A.

Bothilda Mahler, in her "Business Personality Survey" to determine the traits of character and personality most important in obtaining and holding a position, found that inefficiency, lack of interest, lack of initiative, and carelessness of appearance were the chief causes of dismissal from jobs.[10] Employers considered accuracy in typing the most important technical skill for office workers.

Jacque Ozanne endeavored to determine to what extent present commercial education is meeting the needs of business in training potential employees, and to discover possible ways in which curricula, course content, and teaching methods might be revised to meet these needs. He also sought to provide data that would permit more effective guidance of students contemplating a commercial career. In his study questionnaires were sent to 256 business firms and the findings are listed below:

> (1) That it was probable that courses in personality could be organized; (2) the solution seems to be through teachers of commercial classes aiding the student in personal appearance details through direct contact with the student; (3) that instructions in oral and written English should be given in connection with almost every subject in commercial curriculum; and (4) that employers place as much, if not more, emphasis on qualifications other than acquisition of specific clerical skills.[11]

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[10]Mahler, op. cit., pp. 261-288.

[11]Jacque Ozanne, "Employer References in the Hiring of Clerical Workers," New York State Emergency Adult Education Program, Series Two, New York City Research Bulletin I, New York University, 1936.

Dorothy C. Finklehor, in a questionnaire sent to 115 employers, attempted to determine the adjustments necessary for the beginner in obtaining and keeping an office position. The questionnaire was divided into three parts -- hiring, office policies and procedures, and relationships. Some of the things she found in need of adjustment were personal appearance, learning the details of work from fellow employees, getting along with fellow workers, and working overtime. She also found that many beginners did not get along with their supervisors.[12]

J. H. Dodd, in his study, "Commercial Occupational Survey of Virginia," sought to find the percentage of commercial workers employed according to sex and age; the kinds of office equipment and appliances used; the opinions of the employers as to relative importance of certain subjects taught in high school; the turn-over of employees; and the chief weaknesses both of personality and skill, of commercial employees as seen by the employer.[13]

A survey was made in fourteen different business offices by questionnaire, and a summary of the chief weaknesses was compiled as follows: (1) inadequate teaching of

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[12]Dorothy C. Finklehor, Occupational Adjustments of Beginning Office Workers, issued by Business Training College, Pittsburgh, Pennsylvania, 1942.

[13]J. H. Dodd, "A Commercial Occupational Survey of Virginia," Balance Sheet, XIII (May, 1932), 341-347.

subject matter; and (2) lack of proper development of quali-
ties known as personality, attitudes, judgment, initiative,
and attention.

Treatment of Data

By using the forms, questionnaires, and letters em-
ployed by fifty-seven of the United States' larger business
concerns for determining from a potential employee's ref-
erences what they deemed essential in the employee's charac-
ter -- aptitude, industry, initiative, and ability -- a con-
cise and applicable questionnaire was developed. This
questionnaire was checked by three teachers of each of the
one hundred 1948-1949 Graham High School graduating seniors,
and conclusions and recommendations were drawn from these
findings.

Organization of Data

The data collected in this investigation were organ-
ized into the following divisions:

Chapter I sets out a brief background of the problem,
the statement of the problem, the justification of the
study, the purpose of the study, limitations of the study,
sources of data, related studies, and organization of data.

Chapter II deals with the attacking or approach to the
problem, instruments used in obtaining data, and the pro-
cedure employed in making the investigation.

Chapter III gives the results of the investigation, the comparison of the average Graham High School graduate's characteristics with those characteristics that business men felt a potential employee should possess, tables of results of each characteristic, and a summary of all tables compared to the summarization of what businesses want in an employee.

Chapter IV presents all the findings in a concise form with conclusions and the writer's recommendations based on the foregoing conclusions.

CHAPTER II

EVALUATIVE CRITERIA USED IN THIS STUDY

Determining Traits Desired in a Potential
Employee by Business

Paul W. Chapman, in order to secure the necessary data

for his monograph, went through the following procedure;

> First, the hundred largest business and industrial
> corporations were asked to submit (1) the job ap-
> plication blanks they used in selecting new workers,
> (2) employee rating forms, and (3) rules for the
> conduct and guidance of their workers. The forms
> were keys to employee selection and advancement.
> They indicated the qualities employers sought in new
> workers, and the characteristics which led to pro-
> motion. They set forth very definitely the dress,
> conduct, and behavior which were requirements in
> the world of work. And while training for work was
> important, these forms indicated clearly that train-
> ing was only one factor in a large number that de-
> termined a person's occupational success. Person-
> ality traits and characteristics seemed to out-
> weigh all other considerations in the selection
> and promotion of workers. They were equally impor-
> tant for persons conducting their own business;
> they were paramount in determining the degree of
> success attained by workers in the professions.[1]

Chapman also consulted America's Rotarians. Each Rotary

Club is an occupational cross-section of a town or city.

It is composed of representative men from all walks of life,

each of whom has attained a measure of success in the work

in which he is engaged. Each of these Rotarians was asked

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[1]Chapman, *op. cit.*, pp. 3-4.

the following questions: (1) What personal qualifications
do you seek in your employees? (2) What qualities often
lead to the discharge of your workers? (3) What qualities
most often lead to promotion and advancement? Out of these
original, first-hand, authentic sources the material for
his monograph was developed.

Chapman further observes:

> When two people of identical training are being
> considered for a position, what determines which one
> gets the job? When two employees of similar experi-
> ence are being considered for promotion, what is it
> that influences the final decision?
> It is PERSONALITY. Most employers consider per-
> sonality first of all in filling a position.
> The United States Civil Service Commission, for
> example, considers the personal qualities of all ap-
> plicants for Federal jobs and gives the following
> advice -- "This is a social world. Most workers must
> mingle with other workers. The employee who at all
> times can get along with his associates has mastered
> one important element of success."
> U. S. Steel in filling all executive positions
> places personality first in its list of qualifications,
> and under this heading it includes the following evi-
> dences of personality: appearance, manners and dis-
> position, character, and influence on others.[2]

A study of the records of seventy-six corporations by
H. C. Hunt[3] revealed that ten per cent of those persons who
lost their jobs were deficient in technical skills, while
ninety per cent of the discharges resulted from some un-
fortunate personality trait. Of the deficiencies preventing
promotion, 76.5 per cent were personal traits listed in this
study. Those which led to discharge or prevented promotion

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[2]Ibid., p. 9.   [3]Ibid.

were, in the order of their importance:

1. Carelessness
2. Non-co-operation
3. Laziness
4. Absence without cause
5. Dishonesty
6. Attention to outside things.
7. Lack of initiative
8. Lack of ambition
9. Tardiness
10. Lack of loyalty
11. Lack of courtesy
12. Improper grooming
13. Self-satisfaction
14. Irresponsibility
15. Unadaptability
16. Absence due to illness

All large corporations or businesses that employed many people had a job application blank. Most of them also had an employee rating form. These were guides to the qualities that employers sought.

The International Business Machines Corporation, as typical of many employers, on its job application form asked for comments on applicants (by the interviewer) under the following heads:

1. Voice and speech
2. Appearance
3. Ability to present ideas
4. Judgment
5. Emotional stability
6. Self-confidence
7. Friendliness
8. Enthusiasm
9. Personal fitness for the job[4]

All of these points, which largely determined whether the applicant got the job or not, dealt with personal characteristics, as contrasted with skills, with the possible exception of the last.

General Foods Corporation asked for information under the following headings and explained what each meant by the

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[4]Ibid., p. 12.

explanatory questions:

Physical Qualifications
    Is applicant well proportioned, and of healthy
        pleasant appearance?
Dress
    Is applicant neatly and tastefully dressed, in
        line with standards of our employees?
Poise
    Is applicant nervous and uncertain, or calm and
        composed?
Expression
    Does applicant express himself clearly and well?
    Does he discriminate between the important and
        the unimportant?
Adaptability
    Will the applicant be able to adapt himself to
        work conditions, to superiors, to associates
        of equal rank, and to subordinates?
Initiative and Interest
    Does applicant have a genuine interest in the
        job? Is there evidence of his ability in his
        school record, or on a similar job?
Capacity for Job
    Will applicant perform well on the job? Does he
        have the ability to do the job well?
Capacity for Growth
    Does applicant seem to have ambition, ability and
        personal qualifications necessary for higher
        positions of the same type?[5]

A few years ago Williams and Wilkins, business and pub-
lishing firm of Baltimore, Maryland, sent a questionnaire to
a group of professional men. The question asked when inter-
viewing the executives was: "When hiring a secretary, what
are the qualities in which you are especially interested?"
The word "secretary" in its broad sense would apply to any
and all lines of industry; for, in each instance, service
is rendered in consideration of a certain compensation.

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[5]Ibid., pp. 12-13.

The vocational traits most desired, in the order of their importance, as listed by the replies, were as follows:

1.	Accuracy	8.	Adaptability
2.	Responsibility	8.	Neatness
3.	Dependability	9.	Memory
3.	Intelligence	10.	Poise
4.	Courtesy	11.	Honesty
4.	Initiative	11.	Industriousness
4.	Judgment	12.	Loyalty
5.	Tact	13.	Alertness
6.	Personal Pleasantness	14.	Ambition
7.	Interest in work	14.	Foresight
7.	Speed	14.	Thoughtfulness
		15.	Thoroughness[6]

W. J. Fraser, Assistant Personnel Relations Officer of the Bank of America in California, in a letter to the writer said concerning the qualities which business expects its employees to have:

> High school graduates are naturally interested in what banks and the business world in general will require of beginners, and we should like to touch briefly on a few of these points. To be successful, the beginner in business must possess (1) Character; (2) Courtesy; (3) Cooperation; (4) Education.

H. C. Anderson, General Sales Manager of the Globe-Wernicke Company in Cincinnati, Ohio, in a letter to Falk stated:

> Before an employee is added to our Sales Department, he must satisfactorily measure up to the following five basic qualifications.
>
> 1. Honesty and Good Habits
> The individual must have a good character and possess good habits. We would not be interested, for example, in the individual who used his neighbor's work in order to "get by" in class. We raise

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[6]Robert D. Falk, Your High School Record, p. 13.

rather grave questions about the individual who has
been habitually unpunctual or worse yet, has been
frequently absent. We are interested in the individ-
ual who has disciplined himself. We believe those
habits will carry over.

2. Health
    Sales work calls for enthusiasm and without good
health an individual cannot be enthusiastic. We are
therefore interested in the individual who has par-
ticipated broadly in athletics. Such a person is
likely to be the healthy type and the aggressive kind
we desire.

3. Willingness to work
    Surveys show that practically a third of the
salesmen fail due to lack of industry. Therefore,
unless an applicant is willing to work, we do not
give him any further consideration. If he has se-
lected the so-called "easy" subjects and has avoided
some of the more difficult courses, we would be some-
what doubtful as to his willingness to really get
down to business and work. Naturally, too, we would
also be very much interested in what he does after
school hours. Does he hang around various loafing
places? If so we are not interested.

4. Willingness to Study and Take Instructions
    Today's sales job calls for an individual who
has been trained to render a service on the product
he sells. Unless the applicant is willing to study
and train himself for today's sales job, he is not
considered. Naturally we are interested in the good
student. We want the kind of a person who has a
genuine desire to learn, who is curious about new
things, and who will investigate on his own account
to find out more about the job he has undertaken.
Sales work demands continuous investigation.

5. Sales Qualifications
    Selection tests are used to determine an individ-
ual's sales qualifications such as resourcefulness,
aggressiveness, etc. The individual who has attended
school regularly, who has been there "ahead of the
bell" in the morning, and who is willing to remain
after hours in the evening to do added tasks, is the
kind of a person who appeals to us. We believe the
individual who has participated in the various ac-
tivities while attending school and who has stood out
in these fields of endeavor has displayed resourcefulness

and aggressiveness. Particularly are we impressed
when we find this is combined with a degree of
excellence in his class work. We find that very
few people meet these qualifications ever fail in
sales work.[7]

W. W. Powell, Director of Sales Education for the Hoover

Company at North Canton, Ohio, said the following:

I feel that it is appropriate to mention some of the
qualities which are considered essential in a new
employee, due to the fact that we think of practically
every new employee as a potential District Manager.
In an organization which has grown as steadily and
as large as this one, we must be continually looking
for men who will respond to training and to our de-
velopment program. With this in mind these charac-
teristics are looked for:
    A. Self-Management
        a. Punctuality -- managing materials
        b. Thrift -- managing money
        c. Grooming
        d. Posture
        e. Speech
        f. Orderliness -- managing materials
        g. Morals
    B. True Personality
        a. Sincerity
        b. Straight-forwardness
        c. Alertness
        d. Enthusiasm
        e. Understanding and tolerance
        f. Self-confidence
        g. Purposefulness
        h. Perseverance
    C. Negative Traits -- (These should be absent
           in employees' make-up)
        a. Suspicious
        b. Jealous
        c. Recriminating
        d. Vindictive
        e. Self-excusing
        f. Tale carrying
        g. Pedantic.[8]

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[7]Ibid., p. 21.   [8]Ibid.

A. J. Schmidt, of the Sales Personnel Division of Remington Rand, Incorporated, in Buffalo, New York, listed the following characteristics as most important in the selection of a new employee:

1. Stability
2. Industry
3. Personality
4. Integrity

The Eastman Kodak Company, on its Personnel Rating Sheet as found in Falk's book, listed the following traits as a judgment basis of new or potential employees:

1. Personality
2. Ability to learn
3. Quantity of work
4. Quality of work
5. Dependability
6. Judgment and common sense
7. Initiative
8. Co-operativeness[9]

Robert C. Storment, manager of the Central Employment Department of the Lockheed Aircraft Corporation at Burbank, California, stated:

> Some of the more common criticisms of unsuccessful applicants for positions with Lockheed-Vega are:
> 1. Lack of sufficient skill.
> 2. Inability to concentrate and do successful work in a difficult situation.
> 3. Insufficient experience in dealing with people.
> 4. Lack of ability to express themselves in clear and grammatical English on an application blank.
> 5. Vagueness about career aims.
> 6. Poor appearance and attitude.
> 7. Unstable employment record.[10]

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[9] Ibid., p. 41.   [10] Ibid., p. 44.

W. F. Barr, Personnel Manager for Seth Thomas Clocks
at Thomaston, Connecticut, said:

> In my position as Personnel Manager I am con-
> stantly hiring high school graduates and I am very
> glad of the opportunity to express my opinion of
> what characteristics I would like to find in grad-
> uates looking for work. They are as follows:
> Regularity and punctuality
> Judgment (common sense)
> Cooperation
> Initiative
> Industriousness
> Neat and clean[11]

A. E. Holstedt, Manager of the Employee Relations De-
partment of the Crane Company of Chicago, Illinois, made
the following statement concerning the problem:

> The more experience I gain in the handling of
> personnel problems, the more certain I become that
> the personal qualities of honesty, dependability,
> enthusiasm, co-operativeness, etc., are vastly more
> important to the individual's success than education,
> experience, or even brilliant mentality.
> In my thinking, I sum it all up in the one
> word -- "ATTITUDE." The one who has the right atti-
> tude toward his job, his fellow workers, his superi-
> ors, and society at large, has that which induces
> him to put in a full day's work. He has that which
> induces him to do his job just a little bit better
> than it has ever been done before, and make him
> willing to invest extra time and effort beyond the
> minimum requirements of the job for the sake of his
> own future development and advancement.
> Of course, we need intelligence, initiative,
> ability, and good health, but there is entirely too
> much waste of these qualities because of a warped
> attitude.
> You no doubt have all types of students in your
> school. There are those who have "Quirks" of one
> kind or another. These are the ones who can't seem
> to get along with certain faculty members. The world
> in general and the principal in particular "has it

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[11]Ibid., pp. 48-49.

in for them." Somebody is always "picking on them."
They are the ones who refuse to be convinced that
freedom isn't license. We know from experience that
this kind of attitude, if not corrected, carries
through into business life. Then you have those
who "play ball" every step of the way in big things
as well as the little ones. These are the ones we,
who are responsible for hiring and placement, desire.[12]

The basic requirements that were sought by E. B. Roberts,
Assistant to the Vice-president in Industrial Relations at
the Westinghouse Electric and Manufacturing Company, in a
potential employee, in addition to the fundamental charac-
teristics of honesty, industry, and loyalty, surrounded such
matters as these:

    Is he or she prompt?
    Does he or she understand instructions and retain
        them?
    Is he accurate and dependable?
    Does he require constant supervision?
    Does he set a good example in conduct, appearance,
        and attitude?
    Does he recognize what is beyond his scope?
    Does he refrain from assuming too much authority?[13]

P. W. Boynton, Supervisor of Employment for the Socony-
Vacuum Oil Company, gave the following pertinent informa-
tion on the subject:

    In these days there are literally thousands of
    students earning their way and the methods adopted
    are often indicative of the ability of the man. Or-
    dinarily, a student who has had to work his way
    through school, or at least a good part of it, is
    likely to be a better risk than one who has had to
    give no thought about his finances. He has had op-
    portunity in the formative period of his life to
    acquire habits of thrift, economy, independence, and

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[12]Ibid., p. 77.   [13]Ibid., p. 91.

intellectual ingenuity. I would have some hesitancy
in taking a man who had never had any financial re-
sponsibility, although on the other hand, too much
poverty may deprive a student of many opportunities
which are an important part of his education. Of
course, the whole of an education is not in the cur-
riculum. There are too many equally important things
to be learned from contacts with men through different
school organizations. Good scholastic grades are
desirable, but qualities of leadership are more
likely to be discovered in the manner in which the
student utilizes his spare time than can probably
be deduced from his classroom grades. A broad un-
derstanding of whatever has been studied is more
important than the special knowledge acquired.

I think character is the most vital quality to
be desired. Character, which includes not mere aca-
demic honesty and faithfulness, but also innate
loyalty to the little things, as well as an enthus-
iastic interest in whatever job may be at hand. It
also includes purpose behind actions, readiness to
accept responsibility and carry it through, spon-
taneous action in matters of cooperation -- in a
word, through dependability, generally with an op-
timistic, helpful attitude.

Of course, mere personality without stability
of purpose is undesirable, but we do look for person-
ality which in some way commands attention, either
by charm of manner, force of character, or general
poise and demeanor.

Probably 90 per cent of the applicants who are
passed up at the time of the interview lose out be-
cause they evidence such traits as indifference,
carelessness, lack of responsibility, slovenliness,
lack of initiative, and inability to express them-
selves effectively. These are personal traits, all
of which can be corrected with a little forethought
and planning on the part of the individual. Let
him make a special effort to take his vocation seri-
ously, but not himself too seriously.[14]

All of the aforementioned had to do with just what the
business world as a whole, and the business employers in
particular, want in a potential employee as to his industry,
honesty, integrity, personality, character, appearance,

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[14]Ibid., p. 95.

poise, and lastly, intelligence. Intelligence was placed
as secondary in importance when the average employer wished
to employ a man or a woman for a particular job. Of course,
enough technical training and intellect was usually sought
that would permit the potential employee to fulfill the
position adequately. All other items of consideration per-
tained to the character and personality traits possessed by
the individual. And these are of utmost importance in the
securing and in the keeping of a job, once obtained.

Table 1 is a summarization of all the major traits and
characteristics desired in a potential employee by an em-
ployer. This summarization was taken from the letters,
forms, and questionnaires used by employers in fifty-seven
of the larger businesses in the United States to poll the
potential employee's references in regard to his character,
personality, and intelligence. In the tabulation, some
fifty-four traits were noted, eighteen of which appeared
more frequently than the others. All were tabulated under
one category or another because they were general terms of
personality and had overlapping definitions which would
permit such to be done.

Initiative appeared in the study of the materials used
by these fifty-seven businesses in determining a potential
employee's characteristics under other headings such as
resourcefulness, leadership, perseverance, alertness,

TABLE 1

SUMMARY OF CHARACTERISTICS DESIRED BY FIFTY-SEVEN
LARGE UNITED STATES BUSINESS FIRMS

Characteristic	Number of Times Indicated	Per Cent of Total
Initiative.............	31	54.4
Honesty...............	31	54.5
Appearance............	30	52.6
Intelligence..........	29	50.9
Personality...........	28	49.1
Co-operativeness......	23	40.4
Dependability.........	21	36.8
Health................	21	36.8
Scholarship...........	21	36.8
Industriousness.......	19	33.3
Character.............	18	31.6
Adaptability..........	16	28.1
Agreeableness.........	15	26.3
Manners...............	15	26.3
Judgment..............	14	24.6
Punctuality...........	12	21.1
Speech................	12	21.1
Loyalty...............	12	21.1

purposefulness, and others, but all were tabulated under the heading of initiative in Table 1.

Honesty appeared in the form of such terms as trustworthy, morals, reliability, and all were tabulated under the heading of honesty.

Appearance was tabulated under headings as follows: neatness, posture, size, poise, and others, but all were placed under the general heading of appearance.

Intelligence was found in this study in the form of such statements as leadership, tactfulness, courtesy, versatility, responsibility, accuracy, foresight, memory, and all were included within the topic of intelligence.

Personality was found, in the responses from the business firms, under the headings of thoughtfulness, tolerance, energy, courage, aggressiveness, disposition, and enthusiasm. All were added into the total of personality.

Co-operativeness was found in only the many variations of the word itself, such as co-operative, co-operates, and all were used in tabulating the percentage of times that co-operativeness appeared in the study of the materials.

Dependability was taken to mean sincerity, perseverance, courage, stability, and attitude. And as such, all of these terms were placed under the title of dependability.

Health was found in many forms as a word or statement, some of which were robust, energetic, vitality, is very vigorous, has a slouch, good complexion, and dissipated;

as such all of these terms were included with the term
health.

Scholarship was deemed to be any term that had to do
with the potential employee's grades or standing as re-
garded his schooling. All were used in determining the per-
centage of times scholarship appeared in the study of these
materials.

Industriousness was taken to mean all of the following
terms: aggressiveness, thoroughness, ambition, and inter-
est. All were tabulated to mean industriousness.

Character was tabulated only as the word was found in
the study of the materials received from the fifty-seven
business firms.

Adaptability was found in these terms, flexibility,
tolerance, open-mindedness, and versatility. All were used
in making out the tabulation of percentage of times of ap-
pearance of adaptability in the responses from the firms.

Agreeableness, as used in Table 1, was found only as
such throughout the study of the forms, questionnaires,
and letters used by these businesses.

Manners was understood to mean politeness, courtesy,
tactfulness, and attitude. These, in turn, were placed un-
der the same heading in the table.

Judgment, as found in the study, was deemed to mean
memory, foresight, accuracy, and other terms implying these

meanings, and were so included in the tabulation of data shown in Table 1.

Punctuality was not found under any other heading that might have the same implications; so it was tallied only as often as it appeared in that term.

Speech, as found in this investigation, was often represented under headings of talk, voice, diction, fluent vocabulary, enunciation, and so on; all of which were placed under the heading of speech in the presentation of Table 1.

Loyalty was listed as a desirable trait in statements by most of the firms in such manner as, loyal to his teachers, to his job, to his friends, to family, and so on. Each time one of these listings appeared, another tabulation was made under the topic of loyalty.

Lucille Cottrell, in her Master's Thesis, reached the following conclusions:

1. There was a high relationship between the teacher's rating of pupils' achievement and standardized test scores.

2. Each teacher was more accurate in the rating of her pupils' achievement than in rating their personality.[15]

In lieu of outstanding and recognized authorities' opinions, the opinions of three non-authorities are presented in this study to show how well the Graham High School graduating seniors for the year 1948-1949 met the criteria as

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[15]Cottrell, op. cit.

presented in Table 1. Three teachers of each of the Graham High School's graduating seniors were asked to check a questionnaire developed from the criteria set out in this chapter. They were asked to check the items as to whether, in their opinion, the students possessed the traits that were listed as desirable in these criteria. From the questionnaire, the comparison and computations were made that will be found in Chapter III.

CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

A study was made of all available related materials in the North Texas State College Library in this field. These data included magazines, unpublished theses, and books by recognized authors in the field of psychology.

Fifty-seven of the larger business firms of the United States were asked to give their ideas as to what they expect in a potential employee as to character, personality, and intelligence. From these data a criteria of evaluation was built.

As a result of these criteria from the reading in this field, a questionnaire was developed. This questionnaire resulted mainly from an investigation of some of the country's larger corporations and businesses concerning the traits they desired in a potential employee. These businesses are representative, and might be found on a smaller scale in any locality in the United States.

The questionnaire was used to poll three of the teachers of each of the Graham High School's graduating seniors for the year 1948-1949 to determine whether they were representative of an average class and whether they met the

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stated needs of the representative businesses in relation to intelligence, personality, and character.

In order briefly to summarize the essential points of the questionnaire (see Appendix), it will be noted that it is composed in the main of terms of personality and character. These items definitely over-ride the traits of intelligence. However, it will be noted that enough intelligence to enable an employee sufficiently to fulfill the needs of the job was demanded by the businesses studied.

Table 2 is divided into five columns which show the item for which the students were checked by each teacher, the total number of affirmative answers, the percentage of the total number of affirmative answers, the number of negative answers, and the percentage of the total number of negative answers.

An analysis of Table 2 reveals that fifty-five per cent of the one hundred seniors studied depended on others for solutions to their problems; that 58.3 per cent could see that a job needed to be done and did it; that 56.3 per cent of the seniors worked independently with a minimum of instruction; while 58.3 per cent of them planned their work and then used their plans. Some 57.0 per cent of those who were studied were meeting the criteria as set up in Chapter II, whereas 43.0 per cent were not meeting these standards.

TABLE 2

TRAITS OF INITIATIVE OF ONE HUNDRED GRAHAM
HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Depends on others for solutions to his problems....	165	55.0	135	45.0
Can see that a job needs to be done and does it.....	175	58.3	125	41.7
Works independently with a minimum of instruction.	169	56.3	131	43.7
Plans his work and works his plan....	175	58.3	125	41.7
Average.....		57.0		43.0
Total.......	684		516	

Table 3 is divided into five columns which show the trait for which the students were checked by each teacher, the total number of affirmative answers, the percentage of the total number of affirmative responses, the number of

negative answers, and the percentage of the total number
of negative responses.

TRAITS OF HONESTY OF ONE HUNDRED GRAHAM HIGH
SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Fair in his dealings with others.........	201	67.0	99	33.0
Will do no cheating even if opportunity presents itself...	203	67.6	97	32.4
Is truthful......	250	83.4	50	16.4
Tells the whole story; does not deal in half truths..........	175	58.4	125	41.6
Pressure never gets heavy enough to cause individual to cheat..........	197	65.6	103	34.4
Total.......	1026		474	
Average.....		68.4		31.6

An analysis of Table 3 shows that 67.0 per cent of the seniors were fair in their dealings with others; that 67.6 per cent of them would do no cheating even if the opportunity presented itself; that 83.4 per cent of the seniors were truthful; that 58.4 per cent of them told the whole story and did not deal in half-truths; and that 65.6 per cent of them never cheated even when the pressure was exceptionally heavy. An average of 68.4 per cent of the one hundred seniors studied were found to be meeting the criteria as set up in Chapter II in relation to honesty, whereas 31.6 per cent of them were not meeting these standards.

Table 4 is divided into five columns which show the trait for which the students were being evaluated by each teacher, the total number of affirmative responses, the percentage of the total number of responses, the total number of negative responses, and the total per cent of the negative responses.

An analysis of Table 4 shows that 83.3 per cent of the seniors studied were always neat and clean; that 83.0 per cent of them always were observed with combed hair; that 68.3 per cent of those studied had polished shoes; that 38.3 per cent of them wore clothes that were immaculately pressed; that 87.0 per cent of the seniors wore clothes that fit them well; and that 78.3 per cent of them had a very good general appearance. Some 73.0 per cent of those

TABLE 4

TRAIT OF APPEARANCE OF ONE HUNDRED GRAHAM
HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Always neat and clean..........	250	83.3	50	16.7
Hair always combed.........	249	83.0	51	17.0
Shoes nicely polished.......	205	68.3	95	31.7
Clothes immaculately pressed.	115	38.3	185	61.7
Clothes fit well..	261	87.0	39	13.0
Has good general appearance.....	235	78.3	65	21.7
Average.....		73.0		27.0
Total.......	1315		485	

studied were meeting the criteria as set up in Chapter II
relating to appearance, whereas 27.0 per cent were not meet-
ing these standards.

Table 5 is divided into five parts or columns which
show the trait for which the students were checked by the

teachers, the total number of affirmative answers, the percentage of the total number of affirmative answers, the total number of negative answers, and the percentage of the total number of negative answers.

TABLE 5

TRAITS OF INTELLIGENCE OF ONE HUNDRED GRAHAM
HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Has ability to find out the things he needs to know........	189	63.0	111	37.0
Understands instructions, both oral and written........	187	62.3	113	36.7
Has full command of fluent and correct English usage..........	201	67.0	99	33.0
Has command of current business mathematics....	200	66.6	100	33.4
Has ability to see the overall picture and just how individual efforts fit............	166	55.3	134	44.7

TABLE 5 -- Continued

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Individual trusts his own judgment..........	203	67.7	97	32.3
Others can rely on his judgment	201	67.0	99	33.0
Recognizes what is beyond his scope of duty..	200	66.6	100	33.4
Refrains from assuming too much authority......	190	63.7	110	36.7
Total.......	1631		1069	
Average......		64.7		35.3

An analysis of Table 5 shows that 63.0 per cent of the students studied had the ability to find out things that they needed to know; that 62.3 per cent of them could understand both oral and written instructions; that 67.0 per cent of these senior students had full command of fluent and correct English usage; that 66.6 per cent of them had a working knowledge of current business mathematics; that 55.3 per cent of them had the ability to see the over-all

picture and just how their individual endeavors fitted into
the scheme of things; that 67.7 per cent of the seniors
studied relied on their own judgment; that 67.0 per cent
of them had judgments which were relied on by others; that
66.6 per cent of them recognized what was beyond their
scope of duty; and that 63.7 per cent of the seniors re-
frained from assuming too much authority. For the total
traits of intelligence, 64.7 per cent of the group met the
standards set up in Chapter II, whereas 35.3 per cent fell
short of attaining these standards.

Table 6 is divided into five columns which show the
trait for which the student was checked by each teacher,
the number of affirmative responses, the percentage of the
total number of affirmative responses, the number of nega-
tive responses, and the percentage of the total number of
negative responses.

An analysis of Table 6 shows that 87.0 per cent of the
seniors studied were liked by other individuals; that 93.6
per cent of them had a way of getting along with other stu-
dents; that 83.6 per cent of the students studied were very
friendly with all their associates; that 73.3 per cent of
them carried themselves well and were considered to have
extra good posture; that 68.6 per cent of the students
studied were alert to all that went on in their environment;
that 68.0 per cent of them did not show their emotions

TABLE 6

TRAITS OF PERSONALITY OF ONE HUNDRED GRAHAM HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Others like this individual.....	261	87.0	39	13.0
Has a way of getting along with others.........	281	93.6	19	6.4
Is very friendly with all his associates.....	251	83.6	49	16.4
Carries himself well...........	211	73.3	89	26.7
Is alert to all that goes on around him.....	206	68.6	94	31.4
Does not show his emotions easily by action or speech.........	204	68.0	96	32.0
Restrains himself until the proper time to unload his problems..........	228	76.0	72	24.0
Stands up under pressure.......	251	83.6	49	16.4
Total.......	1893		507	
Average......		78.8		21.2

easily either by speech or actions; that 76.0 per cent of
them restrained themselves until the proper time to unload
their problems; and that 83.6 per cent of them stood up un-
der pressure. Some 78.8 per cent of the graduating seniors
studied were meeting the criteria as set up in Chapter II,
whereas 21.2 per cent were failing to live up to these
standards.

Table 7 is divided into five separate columns that show
the item for which the student was checked by three of his
teachers, the total number of positive responses, the per-
centage of the total number of positive responses, the to-
tal number of negative responses, and the percentage of the
total number of negative responses.

An analysis of Table 7 shows that 79.6 per cent of the
senior students studied co-operated whole-heartedly with
constituted authority; that 80.0 per cent of them co-oper-
ated with schools or with companies at which they worked
in regard to the institutions' fundamental policies; that
75.0 per cent of them gave freely of their time to those
who needed it; that 73.6 per cent of them were unselfish in
all of their outlooks; that 73.0 per cent of them could
take orders without grumbling; that 73.6 per cent of them
could be trusted to do their fair share of the work; that
91.6 per cent of them co-operated with their fellow work-
ers; and that 74.3 per cent of these students realized that

TABLE 7

TRAITS OF CO-OPERATIVENESS OF ONE HUNDRED GRAHAM HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Co-operates wholeheartedly with constituted authority......	239	79.6	61	20.4
Co-operates with company's or school's policies...........	240	80.0	60	20.0
Gives freely of his time to those who need it.............	225	75.0	75	25.0
Is unselfish in all his outlooks..........	221	73.6	79	26.4
Can take orders without grumbling..........	219	73.0	81	27.0
Can be trusted to do his share of the work.......	221	73.6	79	26.4
Co-operates with his fellow workers.........	275	91.6	25	8.4

TABLE 7 -- Continued

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Realizes that he must be able to follow as well as lead...	223	74.3	77	25.7
Total.......	1863		537	
Average.....		77.6		22.4

in order to lead one must know how to follow others. Some
77.6 per cent of those students studied were meeting the
standards as set up in Chapter II relating to co-operative-
ness, whereas 22.4 per cent of them were not meeting these
standards.

Table 8 is divided into five parts which show the item
for which each student was checked by three of his teachers,
the total number of affirmative answers, the percentage of
the total number of affirmative answers, the total number
of negative answers, and the percentage of the total num-
ber of negative answers.

An analysis of Table 8 shows that 73.3 per cent of the
graduating seniors studied were always prompt; that 76.6 per

TABLE 8

TRAITS OF DEPENDABILITY OF ONE HUNDRED GRAHAM
HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Person is always prompt...........	220	73.3	80	26.7
Person does not procrastinate..	230	76.6	70	23.4
Will do what is expected of him at all times...	190	66.3	110	36.7
Will work until the job is finished.........	236	78.6	64	21.4
Can always be found at the place where he is supposed to be.............	212	70.6	88	29.4
Is depended upon by his associates.........	191	63.6	109	36.4
Is dependable if not pushed too hard..........	178	59.3	122	40.7
Is entirely dependable in all instances......	159	53.0	141	47.0

TABLE 8 -- Continued

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Keeps promises -- will not promise things he cannot do...	194	64.6	106	35.4
Total.......	1810		890	
Average.....		67.0		33.0

cent of them did not put things off by procrastination; that 63.3 per cent of them would do what was expected of them at all times; that 78.6 per cent of them would work until the job they were on was finished; that 70.6 per cent of them could always be found in the place where they should be; that 63.6 per cent of them were depended upon by their associates; that 59.3 per cent of them were dependable if they were not pushed too hard; that 53.0 per cent of them were entirely dependable in all instances; and that 64.6 per cent of them kept their word and would not promise things which they could not do. Some 67.0 per cent of the seniors studied were shown to be meeting the criteria as set up in Chapter II relating to dependability, whereas

33.0 per cent of them were not meeting these standards.

Table 9 is divided into five columns which indicate the item or trait for which each student was checked by three of his teachers, the total number of affirmative responses, the percentage of the total number of affirmative responses, the total number of negative responses, and the percentage of the total number of negative responses.

TABLE 9

TRAITS OF HEALTH OF ONE HUNDRED GRAHAM HIGH
SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Person is well proportioned....	275	91.6	25	8.4
Physically strong -- no noticeable disabilities....	182	60.6	118	39.4
Very strong with tremendous reserve energy....	128	42.6	172	57.4
Person of medium build..........	225	73.0	75	27.0
Normal stature -- does not deviate from accepted norm............	265	88.4	35	11.6
Total........	1075		425	
Average......		71.0		29.0

An analysis of Table 9 shows that 91.6 per cent of the one hundred graduating seniors studied were well proportioned physically; that 60.6 per cent of them were physically strong with no noticeable physical defects; that 42.6 per cent of them had large amounts of reserve energy; that 73.0 per cent of them were of medium build; and that 88.4 per cent of them were considered of normal size and shape. Seventy-one per cent of those studied met the physical and health standards as set up in Chapter II, while the remaining 29.0 per cent did not meet these criteria.

Table 10 is divided into five columns which show the item for which each of the one hundred graduating seniors was checked by three of their teachers, the total number of positive answers, the percentage of the total number of positive answers, the total number of negative answers, and the percentage of the total number of negative answers.

An analysis of Table 10 indicates that 17.6 per cent of the one hundred graduating seniors studied were exceptional in all the things that they did; that 38.0 per cent of them stood out as compared with the others scholastically; that 44.3 per cent of them were above average in scholastic standing; that 18.3 per cent of them were below average as to scholarship; and that 38.3 per cent of the group were average as to scholastic standing. Thirty-one and three-tenths per cent of the group were meeting the

TABLE 10

TRAITS OF SCHOLARSHIP OF ONE HUNDRED GRAHAM
HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Is exceptional in all he does.	53	17.6	247	82.4
Stands out scholastically as compared with others.........	114	38.0	186	62.0
Above average in scholastic standing in the class..........	133	44.3	167	55.7
Below average in scholastic standing.......	55	18.3	245	81.7
Average as to scholastic standing.......	115	38.3	185	61.7
Total.......	470		1030	
Average.....		31.3		68.7

scholarship criteria as set up in Chapter II, while the remaining 68.7 per cent were not meeting these standards.

Table 11 is divided into five columns which give the

TABLE 11

TRAITS OF INDUSTRIOUSNESS OF ONE HUNDRED GRAHAM HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Works well -- does not have to be watched...	110	36.6	190	63.4
Tends to the job properly -- does not make the easy ones last..............	171	57.0	129	43.0
Finds something to keep busy with even when routine work is finished........	192	64.0	108	36.0
Does all his work in a business-like manner.....	236	78.6	64	21.4
Accomplishes great amounts of work with a minimum expenditure of energy..	93	31.0	207	69.0
Total.........	802		698	
Average......		53.4		46.6

item for which the student was checked by his teachers, the
total number of affirmative answers, the percentage of the
total number of answers, the total number of negative an-
swers, and the percentage of the total number of negative
answers.

An analysis of Table 11 indicates that 36.6 per cent
of the students studied worked so well that they did not
have to be watched; that 57.0 per cent of them did not
make easy tasks last as long as they possibly could; that
64.0 per cent of them found something to keep themselves
busy even though the routine requirements had been ful-
filled; that 78.6 per cent of them went about their work
in a businesslike manner; that 31.0 per cent of them accom-
plished great amounts of work with apparently very little
effort. Of the students studied in Table 11, 53.4 per cent
of them were meeting the criteria of industriousness set
out in Chapter II, whereas the remaining 46.6 per cent were
not meeting the standards previously mentioned in Chapter II.

Business research workers have found that the trait of
industry is one that is developed through training. If this
trait is developed in high school, it has the characteristic
of being carried over into the business life of the individ-
ual who so develops this trait. The formation of these
traits that are classed as industry requires time, patience,
and expense during the time they are being developed and

likewise continuously even after a person has been accepted into the business world.

Table 12 is divided into five columns which show the item for which each of the graduates was evaluated by his teachers, the total number of affirmative responses, the percentage of the total number of affirmative responses, the total number of negative responses, and the percentage of the total number of negative responses.

An analysis of Table 12 shows that 90.6 per cent of the students included in the study were morally streight; that 73.3 per cent of them possessed integrity that was above reproach; that 85.3 per cent of them stuck by their associates; that 83.3 per cent of them stood up for their school, their job, or their class; that 86.3 per cent of them were considerate of the feelings of the other people with whom they came in contact; that 73.0 per cent of the seniors were sincere in all the things that they did; that 78.3 per cent of the group studied had a sense of social responsibility; and that 83.0 per cent of them had the courage to stand up for the things they believed to be best. Of these students studied, 82.3 per cent were meeting the standards of character set up in Chapter II, whereas 17.7 per cent of them were not meeting these criteria, in the opinion of their teachers.

TABLE 12

TRAITS OF CHARACTER OF ONE HUNDRED GRAHAM
HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Is morally straight.......	272	90.6	28	9.4
Integrity above reproach.......	220	73.3	80	26.7
Sticks by all his associates.....	256	85.3	44	14.7
Stands up for his school, job, or class..........	262	83.3	38	16.7
Considerate of the feelings of others.........	259	86.3	41	13.7
Is sincere in all the things he does...........	219	73.0	81	27.0
Has a sense of social responsibility.......	235	78.3	65	21.7
Has the courage of his convictions..........	255	83.0	45	17.0
Total.......	1978		422	
Average.....		82.3		17.7

Table 13 is divided into five columns which show the trait for which the student was checked by his teachers, the number of affirmative answers, the percentage of the total number of affirmative answers, the total number of negative answers, and the percentage of the total number of negative answers.

TABLE 13

TRAITS OF ADAPTABILITY OF ONE HUNDRED GRAHAM
HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Cheerfully moves from task to task..........	191	63.3	109	36.4
Emotionally stable, not easily upset..........	170	56.6	130	43.4
Can take orders from several bosses.........	200	66.6	100	33.4
Quickly adjusts to changes without confusion.........	193	64.3	107	35.7
Total.......	754		446	
Average.....		62.8		37.2

An analysis of Table 13 shows that 63.6 per cent of all the students studied cheerfully moved from task to task; that 56.6 per cent of them were emotionally stable and not easily upset; that 66.6 per cent of them could take orders from more than one boss; that 64.3 per cent of them quickly adjusted to changes without much confusion. Of all the students studied, 62.8 per cent were meeting the criteria of adaptability as set forth in Chapter II, whereas 37.2 per cent were not meeting these standards.

Table 14 is divided into five columns which indicate the item for which the senior was checked by his teachers, the total number of favorable responses, the percentage of the total number of favorable responses, the total number of unfavorable responses, and the percentage of the total number of unfavorable responses.

An analysis of Table 14 shows that of all the seniors studied, 76.3 per cent proved to be agreeable to work with; that 78.3 per cent of them co-operated with their fellow workers; that 86.3 per cent of them were happy and pleasant most of the time; that 80.0 per cent of them had a sense of humor even if the joke were on themselves; and that 78.3 per cent of them could take as well as give wise cracks. Some 79.8 per cent of the group studied met the criteria of agreeableness as set out in Chapter II, whereas 20.2 per cent of them did not meet these standards.

TABLE 14

TRAITS OF AGREEABLENESS OF ONE HUNDRED GRAHAM
HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Is agreeable to work with......	229	76.3	71	23.7
Co-operates with his fellow workers........	235	78.3	65	21.7
Is happy and pleasant most of the time....	259	86.3	41	13.7
Has a sense of humor, even if the joke is on himself........	240	80.0	60	20.0
Can take it or give it out....	235	78.3	65	21.7
Total........	1198		302	
Average.....		79.8		20.2

Table 15 is divided into five columns which show the
item for which the seniors were checked by each of their
teachers, the total number of positive answers, the percent-
age of the total number of positive answers, the total num-
ber of negative answers, and the percentage of the total

number of negative answers.

TABLE 15

TRAITS OF MANNERS OF ONE HUNDRED GRAHAM
HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Is courteous and polite to those who could be of no possible use to him.........	270	90.0	30	10.0
Is polite to his elders even though they bore him.......	265	88.3	35	11.7
Is never boisterous or loud where it might make a difference...........	206	68.6	94	31.4
Uses socially accepted language; slang jargon seldom put to use......	140	46.6	160	53.4
Uses common courtesies of "Yes, sir," "No, sir," "Thank you," etc............	100	33.3	200	66.7
Total.......	981		519	
Average.....		65.4		34.6

An analysis of Table 15 indicates that of the students included in the study, 90.0 per cent were polite and courteous to those who could be of no possible use to them; that 88.3 per cent of them were polite to their elders even though they might be bored by them; that 68.6 per cent of the seniors would not make any unnecessary noises or distractions at places where such noise would be socially frowned upon; that 46.6 per cent of the group spoke very good English and used very little if any slang jargon; and that 33.3 per cent of them used the common courtesies of "Yes, sir," "No, sir," and "Thank you." Of the seniors studied in this group, 65.4 per cent were shown to be meeting the criteria of manners as set forth in Chapter II, while 34.6 per cent of them were not meeting these standards.

Table 16 is divided into five columns which show the item for which each senior was checked by his teachers, the total number of affirmative answers, the percentage of the total number of affirmative answers, the total number of negative answers, and the percentage of the total number of negative answers.

An analysis of Table 16 indicates that 81.6 per cent of those students studied used good judgment in all the things they did; that 85.0 per cent of them knew just how far to go with the others with whom they came in contact; that 84.3 per cent of them possessed "common sense" in all

TABLE 16

TRAITS OF JUDGMENT OF ONE HUNDRED GRAHAM
HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Uses good judgment in all things.........	245	81.6	55	18.4
Knows how far to go with others.	255	85.0	45	15.0
Possesses common sense in his judgments......	253	84.3	47	15.7
Is tactful and considerate in his dealings with others....	251	83.6	49	16.4
Has a sympathetic understanding of others' problems.......	229	76.3	71	23.7
Does a little bit more than is required.......	198	66.0	102	34.0
Total........	1431		279	
Average.....		79.5		20.5

their judgments; that 83.6 per cent of them were considerate in their dealings with others; that 76.3 per cent of them had a sympathetic understanding of the problems of others; and that 66.0 per cent of them would put forth just a little more effort and therefore produce just a little more than was required. From a study of this table, it is revealed that 79.5 per cent of these seniors studied were meeting the criteria of judgment as set forth in Chapter II, whereas 20.5 per cent were not meeting these standards.

Table 17 is divided into five columns which show the item for which the student was checked by each of his teachers, the total number of affirmative responses, the percentage of the total number of affirmative responses, the total number of negative responses, and the percentage of the total number of negative responses.

An analysis of Table 17 indicates that of the seniors studied, 81.6 per cent got to school or work on time; that 83.6 per cent of them attempted to get all work done at the time it was promised; that 76.3 per cent of them bent every effort to keep their word; that 81.6 per cent of them were on time for most engagements; and that 83.6 per cent of them would not keep others waiting because they hated to wait themselves. Of these seniors studied, 75.7 per cent were meeting the criteria of punctuality as set up in Chapter II, whereas 24.3 per cent were falling short of meeting these standards.

TABLE 17

TRAITS OF PUNCTUALITY OF ONE HUNDRED GRAHAM HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Gets to work or school on time.	245	81.6	55	18.4
Attempts to get all work done by time promised..........	251	83.6	49	16.4
Bends every effort to keep promises.......	239	76.3	61	23.7
On time for most engagements....	245	81.6	55	18.4
Will not keep others waiting because he hates to wait himself........	251	83.6	49	16.4
Total.......	1231		369	
Average.....		75.7		24.3

Table 18 is divided into five columns which show the item for which the student was checked by three of his teachers, the total number of affirmative responses, the

percentage of the total number of affirmative responses, the total number of negative answers, and the percentage of the total number of negative answers.

TABLE 18

TRAITS OF SPEECH OF ONE HUNDRED GRAHAM
HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Uses reasonably good English...	227	75.6	73	24.4
Good speaker -- no distracting or annoying mannerisms.....	166	55.3	134	44.7
Talks to the point, distinctly and pleasantly.....	136	45.3	266	54.7
Even tones, does not blast out, attracting attention to himself........	260	86.6	40	13.4
Total.......	795		513	
Average.....		66.3		33.7

An analysis of Table 18 indicates that 75.6 per cent of all the seniors studied used reasonably good English; that 55.3 per cent of them were good speakers with no apparent mannerisms that would distract or annoy; that 45.3 per cent of them talked distinctly and pleasantly to the point; and that 86.6 per cent of them used even tones and did not blast out, attracting attention, unfavorably, to themselves. Of the seniors studied, 66.3 per cent were meeting the standards of speech set forth in Chapter II, while 33.7 per cent were not meeting these criteria.

Table 19 is divided into five columns which show the item for which the senior was checked by three of his teachers, the total number of affirmative responses, the percentage of the total number of affirmative responses, the total number of negative responses, and the percentage of the total number of negative responses.

An analysis of Table 19 indicates that 95.0 per cent of the seniors studied were loyal to organizations of which they were members; that 93.3 per cent of them were loyal to their employers and/or bosses; that 91.6 per cent of them showed an active interest in their associates; and that 89.6 per cent of them were happy to see things going along smoothly. Of the seniors studied in this table, 92.4 per cent were meeting the criteria of loyalty as set forth in Chapter II, whereas 7.6 per cent of them were not meeting these standards.

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TABLE 19

TRAITS OF LOYALTY OF ONE HUNDRED GRAHAM
HIGH SCHOOL GRADUATING SENIORS

Item	Responses			
	Affirmative		Negative	
	Number	Per Cent	Number	Per Cent
Is loyal to organization of which he is a member.........	285	95.0	15	5.0
Is loyal to employer or bosses.........	280	93.3	20	6.7
Shows interest in associates.....	275	91.6	25	8.4
Is happy to see organization run smoothly...	269	89.6	31	10.4
Total.......	1109		91	
Average.....		92.4		7.6

Table 20 is divided into nine columns which show the trait, the number of statements concerning traits evaluated favorably and unfavorably by three teachers of each of the seniors studied, the percentage of the total number of favorable and unfavorable evaluations of each trait; and the number and percentage of representative businesses of the

TABLE 20

TRAITS OF ONE HUNDRED GRADUATING SENIORS OF GRAHAM HIGH
SCHOOL AS COMPARED WITH THE DESIRABILITY OF THESE
TRAITS IN POTENTIAL EMPLOYEES INDICATED BY
FIFTY-SEVEN REPRESENTATIVE BUSINESS
FIRMS OF THE UNITED STATES

Trait	Traits Evaluated Favorably or Unfavorably by Teachers				Businesses Responding Favorably or Unfavorably to Traits			
	Affirmative		Negative		Affirmative		Negative	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Initiative.....	684	57.0	516	43.0	31	54.5	26	45.5
Honesty........	1026	68.4	474	31.6	31	54.5	26	45.5
Appearance.....	1315	73.0	485	27.0	30	52.6	27	47.4
Intelligence...	1631	64.7	1069	35.3	29	50.9	28	49.1
Personality....	1893	78.8	527	21.2	28	49.1	29	50.9
Co-operativeness........	1863	77.6	537	22.4	23	40.4	34	59.6
Dependability..	1810	67.0	890	33.0	21	36.8	36	63.2
Health.........	845	56.3	655	43.7	21	36.8	36	63.2
Scholarship....	470	31.3	1030	68.7	21	36.8	36	63.2
Industriousness	802	53.4	698	46.6	19	33.3	38	66.7
Character......	1978	82.3	422	17.7	18	31.6	39	68.4
Adaptability...	754	67.8	446	37.2	16	28.1	41	71.9
Agreeableness..	1198	79.8	302	20.2	15	26.3	42	73.7

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TABLE 20 -- Continued

| Trait | Traits Evaluated Favorably or Unfavorably by Teachers | | | | Businesses Responding Favorably or Unfavorably to Traits | | | |
| | Affirmative | | Negative | | Affirmative | | Negative | |
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Manners..........	981	65.4	519	34.6	15	76.3	42	73.7
Judgment.........	1431	79.5	279	20.5	14	24.6	45	75.4
Punctuality.....	834	55.9	761	44.1	12	21.1	45	78.9
Speech..........	795	66.3	513	33.7	12	21.1	45	78.9
Loyalty.........	1109	92.4	91	7.6	12	21.1	45	78.9

United States which emphasized and minimized each trait as desirable in potential employees. Table 20 is constructed in the nature of a summary of the study, with numbers and percentages referring to each of the eighteen traits of personality which have been evaluated in preceding tables.

It is interesting to note that ten of the eighteen personality traits listed in the table received more than one thousand favorable evaluations each by the three teachers of the senior students who supplied the evaluations. Within the limitations of this study, the ten traits which were most

prevalent among the seniors were the following, listed in the order of their importance, together with the number and per cent of favorable evaluations received by each trait:

1. Character, 1978 evaluations, 82.3 per cent.

2. Personality, 1893 evaluations, 78.8 per cent.

3. Co-operativeness, 1863 evaluations, 77.6 per cent.

4. Dependability, 1810 evaluations, 67.0 per cent.

5. Intelligence, 1631 evaluations, 64.7 per cent.

6. Judgment, 1431 evaluations, 79.5 per cent.

7. Appearance, 1315 evaluations, 73.0 per cent.

8. Agreeableness, 1198 evaluations, 79.8 per cent.

9. Honesty, 1026 evaluations, 68.4 per cent.

10. Loyalty, 1109 evaluations, 92.4 per cent.

Of the eight traits which received fewer than one thousand favorable evaluations by the evaluative committee of teachers, manners as a trait was most predominant, with 981 favorable occurrences. Others, listed in the order of their descent and with the number of their respective favorable evaluations, were as follows: health (845), punctuality (834), industriousness (802), speech (795), adaptability (754), initiative (684), and scholarship (470).

It is significant that six of the nine traits receiving favorable mention by as many as twenty of the business firms as desirable in potential employees were among the ten traits found by the teachers to be most frequently in evidence among

the group of high-school seniors included in this study.
These traits were honesty, appearance, intelligence, person-
ality, co-operativeness, and dependability. Four additional
traits ranked high by the businesses were not so evident
among the students, according to the evaluations by the
teachers; these were initiative, health, scholarship, and
industriousness.

Thus it is found that, for the most part, the traits
found most frequently among the seniors of Graham High
School by the evaluative group of teachers were those most
likely to be desired by prospective employers, as indicated
by the responses of the fifty-seven representative businesses
of the nation. There were, of course, certain points in
which the relationship between the two ratings was not so
apparent, as noted above, and certain recommendations will
be presented in the succeeding chapter in an effort to im-
prove the preparation of students to assume positions in
the business world.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In view of the background reading done in preparation for this study and in the light of the data presented in the preceding pages, the following conclusions appear to be warranted:

1. The mastering of technical skills is not sufficient preparation to assure success in one's chosen vocation. Data collected by the Carnegie Foundation revealed that technical training counts for approximately fifteen per cent of one's vocational success, whereas the possession of desirable personal qualities determines approximately eighty-five per cent of one's success.

2. At the same time, of course, personality alone cannot bring success to an individual in any type of work which he may choose; he must possess certain skills or mental abilities to make it possible for him to do his work well.

3. Business firms place strong emphasis upon the importance of personal integrity of employees. This fact is reflected in the responses received from fifty-seven leading business organizations in the United States, which placed

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major stress upon honesty, intelligence, personality, character, initiative, industriousness, co-operativeness, and dependability.

4. Teachers appear to be rather critical in evaluating the personality traits of their students. There was no hesitancy on the part of the evaluating teachers in this study to assign a negative evaluation on traits which they believed to be lacking or undeveloped in the individual students.

5. Of the eighteen traits evaluated by the teachers, character was accorded the highest favorable evaluation, whereas scholarship was the trait least frequently noted among the seniors of the Graham High School.

6. Of the ten traits which received the highest favorable evaluation from the teachers, nine were phases of personal integrity, namely, character, personality, co-operativeness, dependability, intelligence, judgment, agreeableness, honesty, and loyalty. Appearance was the only one of these high-ranking traits which could not be definitely termed a phase of personal integrity.

7. In the main, the seniors of the Graham High School were adjudged by their teachers to possess the characteristics of personality which business firms hold to be of major importance in potential employees.

8. For this reason, if the evaluations of teachers can be accepted as valid, the Graham High School appears to be

doing fairly satisfactory work in the development of desirable personality traits among its students which will enable them to accept and discharge responsibilities in the business world.

Recommendations

As a result of the data presented in this study and of the conclusions mentioned in the preceding section of this chapter, the following recommendations are made for the improvement of the guidance and educational programs in the Graham High School:

1. Faculty members and administrators of the school should explore the unused possibilities of the home-room organization for wholesome guidance of the students in preparation for their vocations and in the development of desirable traits of personality.

2. Community resources for guidance should be recognized and utilized to a greater extent than is now being done. Business and professional men and women, artisans, and office workers, together with public-service personnel in the community should be brought into the classrooms to discuss with the pupils the vocational opportunities and responsibilities in their particular fields of work.

3. Classes and groups of students should make field trips to visit industries, business firms, public offices, and other areas of employment in the community in an effort

to become acquainted with vocational opportunities and to learn something about what is expected of an employee in the various fields.

4. If possible, a "laboratory of student employment" should be set up under the sponsorship of the school in co-operation with the industries, business firms, and public offices of the city of Graham. Under this plan the students would work part-time for employers in the community and would periodically meet together as groups at the school to discuss problems, procedures, and responsibilities in the various occupational fields in which they worked. Such a program would serve to cement the relationship between school and community and would, at the same time, provide valuable training and experience for the high-school students.

5. Every teacher in the Graham High School should accept the responsibility for definite guidance in personality development. Growth in personality should become a vital part of the total educational program and not merely a topic to be mentioned in home-room meetings.

6. Special efforts should be made by all teachers to impress the students with the importance of certain personality traits in which they were found to be weak, including manners, punctuality, industriousness, adaptability, initiative, and scholarship.

7. Students should be informed as to the personal traits desired by business firms in their employees, as

revealed by this study, and the school should assume greater responsibility in the development of these characteristics.

8. Further research should be conducted in the field of personality traits and their relationship to employment and to success in vocational fields, and in the area of the school's responsibility for the development and fostering of these desirable phases of personality.

APPENDIX

QUESTIONNAIRE

Please check this questionnaire on each of your graduating seniors by encircling either the YES or the NO preceding the statement as to whether or not you have found the student to be in possession of the character or personality traits involved.

Initiative

Yes No Depends on others for solutions to his problems.

Yes No Can see that a job needs to be done and does it.

Yes No Works independently with a minimum of instruction.

Yes No Plans his work and works his plan.

Honesty

Yes No Fair in his dealings with others.

Yes No Will do no cheating, even if opportunity presents itself.

Yes No Is truthful.

Yes No Tells the whole story; does not deal in half-truths.

Yes No Pressure never gets heavy enough to cause individual to cheat.

Appearance

Yes No Always neat and clean.

Yes No Hair always combed.

Yes No Shoes nicely polished.

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Yes   No   Clothes immaculately pressed.

Yes   No   Clothes fit well.

Yes   No   Has good general appearance.

Intelligence

Yes   No   Has ability to find out things he needs to know.

Yes   No   Understands instructions, both oral and written.

Yes   No   Has full command of fluent and correct English usage.

Yes   No   Has command of current business mathematics.

Yes   No   Has ability to see the over-all picture and just how individual endeavors fit into that picture.

Yes   No   Individual trusts his own judgment.

Yes   No   Others can rely on his judgment.

Yes   No   Recognizes what is beyond his scope of duty.

Yes   No   Refrains from assuming too much authority.

Personality

Yes   No   Others like this individual.

Yes   No   Has a way of getting along with others.

Yes   No   Is friendly with all his associates.

Yes   No   Carries himself well.

Yes   No   Is alert to all that goes on around him.

Yes   No   Does not show his emotions easily by speech or action.

Yes   No   Restrains himself until the proper time to unload his problems.

Yes   No   Stands up under pressure.

Co-operativeness

Yes　No　Co-operates wholeheartedly with constituted authority.

Yes　No　Co-operates with companies' or schools' policies.

Yes　No　Gives freely of his time to those who need it.

Yes　No　Is unselfish in all his outlooks.

Yes　No　Can take orders without grumbling.

Yes　No　Can be trusted to do his share of the work.

Yes　No　Co-operates with his fellow workers.

Yes　No　Realizes that he must be able to follow as well as
　　　　　lead.

Dependability

Yes　No　Person is always prompt.

Yes　No　Person does not procrastinate.

Yes　No　Will do what is expected of him at all times.

Yes　No　Will work until the job is finished.

Yes　No　Can always be found at the place he is supposed to
　　　　　be.

Yes　No　Is depended upon by his associates.

Yes　No　Is dependable if not pushed too hard.

Yes　No　Is entirely dependable in all instances.

Yes　No　Keeps promises -- will not promise things he cannot
　　　　　do.

Health

Yes　No　Person is well proportioned.

Yes　No　Physically strong -- no noticeable disabilities.

Yes　No　Very strong with tremendous reserve energy.

Yes   No   Normal stature -- does not deviate from accepted norm.

Scholarship

Yes   No   Is exceptional in all he does.

Yes   No   Stands out scholastically as compared with others.

Yes   No   Above average in scholastic standing.

Yes   No   Below average in scholastic standing.

Yes   No   Average as to scholastic standing.

Industriousness

Yes   No   Works well -- does not have to be watched.

Yes   No   Tends to the job properly -- does not make easy jobs last.

Yes   No   Finds something to keep busy with even though routine work is finished.

Yes   No   Does all his work in a businesslike manner.

Yes   No   Accomplishes great amounts of work with a minimum expenditure of effort.

Character

Yes   No   Is morally straight.

Yes   No   Integrity above reproach.

Yes   No   Sticks by all his associates.

Yes   No   Stands up for his school, class, job, etc.

Yes   No   Considerate of the feelings of others.

Yes   No   Is sincere in all the things he does.

Yes   No   Has a sense of social responsibility.

Yes   No   Has the courage of his convictions.

Adaptability

Yes   No   Cheerfully moves from task to task.

Yes   No   Emotionally stable, not easily upset.

Yes   No   Can take orders from several bosses.

Yes   No   Quickly adjusts to changes without confusion.

Agreeableness

Yes   No   Is agreeable to work with.

Yes   No   Co-operates with his fellow workers.

Yes   No   Is happy and pleasant most of the time.

Yes   No   Has a sense of humor, even if the joke is on himself.

Yes   No   Can take it or give it out.

Manners

Yes   No   Is courteous and polite to those who could be of no possible use to him.

Yes   No   Is polite to his elders even though they bore him.

Yes   No   Is never boisterous or loud where it might count.

Yes   No   Uses socially accepted language -- slang jargon seldom used.

Yes   No   Uses common courtesies of "Yes, sir," "No, sir," "Thank you."

Judgment

Yes   No   Uses good judgment in all things.

Yes   No   Knows how far to go with others.

Yes   No   Possesses common sense in his judgments.

Yes   No   Tactful and considerate in dealing with others.

Yes No Has a sympathetic understanding of problems of others.

Yes No Does a little bit more than is required.

Punctuality

Yes No Gets to work or school on time.

Yes No Attempts to get all work done by time promised.

Yes No Bends every effort to keep promises.

Yes No On time for most engagements.

Yes No Will not keep others waiting because he hates to wait himself.

Speech

Yes No Uses reasonably good English.

Yes No Good speaker -- no distracting or annoying mannerisms.

Yes No Talks to the point, distinctly and pleasantly.

Yes No Even tones -- does not blast out, attracting attention to himself.

Loyalty

Yes No Is loyal to organizations of which he is a member.

Yes No Is loyal to employer or bosses.

Yes No Shows interest in associates.

Yes No Is happy to see organization run smoothly.

Dear Sir:

In making a survey to determine just what business expects of a potential employee, it has become necessary to consult the forms, letters, and questionnaires that your particular concern uses to get information from the potential employee's references concerning his character, personality, and intelligence. It would be greatly appreciated if you would co-operate by sending such information as you care to in the enclosed self-addressed, stamped envelope.

If you would like to see the results of this study, please make it known on your return correspondence.

Yours,

Billy W. Mayes
Graham High School
Graham, Texas

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