

AN ABSTRACT OF THE THESIS OF

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Title--A Follow-up Study of the Male Graduates from the High
School of Commerce, Portland, Oregon, 1935-1940-----

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The problem of this thesis is to determine the value of the commercial training received by the boys at the High School of Commerce, Portland, and to make recommendations for any changes in the curricula which might be necessary so that those boys graduating in the future may be better fitted to take their places in life and in the business world.

The boys who were graduated from the High School of Commerce during the six-year period, 1935-1940, inclusive, were used as the subjects of this study. A total of 413 boys were graduated during this period. Sixty of the 413 could not be located, and one was deceased. The questionnaire was sent to the 353 whose addresses were verified in the Portland city directory; however, eight were returned because the graduates had moved after the publication of the directory, leaving no forwarding addresses. A total of 231 replies, or 65.4 per cent were received, a percentage of returns which was considered to be satisfactory.

The data compiled from the replies of the 231 graduates were divided into six parts, dealing in turn with a general discussion of the returns, with the employment of the graduates, with the additional training taken by the graduates after finishing high school, with the opinions of the graduates in regard to the value of the business subjects offered at the High School of Commerce and those not offered, with the interests and activities of the graduates while in school and at present, and with the reactions of the graduates to the program of activities; the methods of instruction, and the attitudes of the teachers at the High School of Commerce.

Of the 231 graduates included in this study, only one was unemployed at the time of the survey. Twenty-five were enrolled in school, one of these being in a business school. Thirty were in the army or in the navy, and one graduate had

been in ill health since finishing high school. It was found that about 53 per cent of the total number of graduates who were employed were engaged in work directly related to the business training received in the High School of Commerce, and about 15 per cent were engaged in work in which that business training would be of value.

The study of the replies of the graduates in regard to the training which they had taken after finishing high school showed that more than one-half continued their education with some type of training, and that a number of them took more than one type. Fifty-four had attended college or were enrolled at the time of the survey. Only 22 graduates had taken any work at business colleges, and all of those were enrolled for short periods of time.

Not a very close relationship was found between the activities of the graduates while in school and at the present time, nor between the sports in which they participated while in school and those in which they participate at the present time.

The study of the reactions of the graduates to the program of activities of the High School of Commerce showed that they felt that there were not enough social activities and that there were not enough activities for boys. More cooperation on the part of the teachers in the activities was also indicated.

One of the outstanding criticisms of the graduates of the methods of instruction at the High School of Commerce was that the teachers lacked sufficient time for individual students. This study also showed that there was a need for more guidance on the part of teachers in aiding students to select subjects and plan programs.

On the basis of the information compiled in this study, the following recommendations for the High School of Commerce were made:

1. Boys in the secondary school should be advised to take commercial training, whether they are going directly into employment or into other activities.
2. Specialized training for the field of selling should be included in the curricula.
3. The selection of the subjects necessary in preparation for college work should be given due consideration by the boys.
4. An effort should be made to guide the boys into the shorthand, filing, business English, and commercial law courses.

5. More stress should be put on the type of sports that would carry over into the later lives of the boys.

6. Clubs should be provided for the development of hobbies which would also aid the boys in living more interesting and complete lives.

7. More social activities for boys should be included in the program.

8. Some provision should be made for the participation of those students in extra-curricular who are employed after school.

9. Students, especially those of the lower terms, should be encouraged to a greater extent to take part in the activities of the school.

10. There should also be more cooperation on the part of the teachers in the extra-activity program.

11. Some provision should be made so that teachers would have more time for individual students.

12. Teachers should be made aware of the need for more guidance in helping students to choose those subjects which will best fit in with their abilities, their objectives and their programs.

A FOLLOW-UP STUDY OF THE MALE GRADUATES
FROM THE HIGH SCHOOL OF COMMERCE
PORTLAND, OREGON
1935-1940

by

MARY ISABEL WITHYCOMBE

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A FOLLOW-UP STUDY OF THE MALE GRADUATES FROM THE
HIGH SCHOOL OF COMMERCE, PORTLAND, OREGON, 1935-1940

CHAPTER I

INTRODUCTION

Each year more than a billion and a half dollars are spent to educate some twenty-six million boys and girls in public elementary and secondary schools in the United States. Each year almost a million young people are graduated from our public high schools. Yet, although an enormous sum is spent on education, comparatively little, probably less than half of one per cent of the total educational cost, is spent to find out how these young people, our future citizens and workers, have fared since leaving school.

Perhaps the greatest contribution of follow-up studies is the fact that they focus attention upon and reveal information about the community's own graduates, not those of the nation at large, for while it is important to know trends in educational practices and in occupational opportunities as they apply generally, it is far more pertinent to know how these trends will affect graduates when they are ready to take their places in the community. Can the industries and businesses of the community absorb their services, or will many of them have to find employment

beyond its limits? In what capacities does business and industry expect these young people to serve? What special skills are these young people expected to have? How many of them are able to utilize the vocational training they received in high school? Follow-up studies can help to answer these questions and thus enable the schools to evaluate, in some measure at least, how well they have served their students and to ascertain any deficiencies that can be remedied in future graduates.

Commercial education in our public high schools has made outstanding progress during the past decade or so, but no one really believes that it is all that it needs to be to meet fully the insistent demands of a rapidly changing economic order. If it is to become more responsive to the needs of society, of the individual, and of business, its teachers and administrators must be wide awake to its problems and must think in terms of the field as a whole and not solely in terms of the subjects with which they are particularly concerned. Furthermore, modern business conditions, standards, and requirements by no means remain static over a period of time; hence, it is essential that continuous follow-up studies be made so that there will be some means by which business education can keep in close touch with the changing order

of the business world, and can thus plan its training on an up-to-date basis.

High school commercial education has for its primary purposes the preparation of boys and girls for socially useful and personally satisfactory living, and more particularly for entrance into commercial employment with reasonable prospects for succeeding in their work by reason of the possession of (a) social intelligence and right social attitudes; (b) an initial occupational skill; (c) a reasonable amount of occupational intelligence; (d) a fund of usable general knowledge of sound principles of business; (e) a proper attitude toward a life work; (f) high ethical standards in accordance with which their business careers are to be developed; and (g) supporting general education of varying but substantial amounts.

Statement of the Problem

3 sp.

The problem of this thesis is to determine the value of the commercial training received by the boys at the High School of Commerce, Portland, and to make recommendations for any changes in the curriculum that might be necessary so that those boys graduating in the future may be better fitted to take their places in life and in the business world.

Even in the periods of the depression, there was a demand for the high-type, intelligent, male stenographer, but at the present time this demand has become acute. Young men in business are at such a premium that in many cases they can name and demand a certain price for their services. This need has arisen mainly because of the increased number of clerical positions growing out of the industrial boom brought about by the defense emergency. Vacancies have been created because workers have entered some branch of military service. Moreover, not only in the business world is there a need for boys with business training, but there is also a shortage of trained men among the draftees in the army at the present time. In order to offset this shortage, some of the defense training camps are offering courses in typing to hundreds of draftees.

Values of the Study

3 sgs.

The commercial high school has been the object of criticism during the past few years because of the general feeling among educators that it has failed in its purpose of training its students in such a way as to prepare them more adequately than the academic high school to be efficient workers in the business world.

A follow-up study of the boys who have been graduated from the High School of Commerce is important in order to ascertain if the training given them is functioning to its best advantage. Although it should not be the purpose of the high school to give its graduates all the knowledge and vocational training that they will ever need in their work, it should give them that type of knowledge and training that will enable them to function most efficiently in their initial positions and to adjust themselves to re-employment as the conditions change.

This study will attempt to discover just how the training given to the boys at the High School of Commerce has functioned in this respect by finding out how many of the boys have found employment in the business world and how many of them have been able to advance to better positions through their commercial training.

A second value of the study is to find out also how many of the graduates have found their training inadequate for employment and had to take further training after graduation.

A third value of the study is to discover which courses the graduates consider to have been the most valuable to them in their work, and also those courses which are not offered at the High School of Commerce but for which the graduates have felt a need in their work.

A fourth value is to discover how the activities and extra-curricular interests of the boys while in school have carried over into their lives after leaving school or have given them a basis upon which to build a well-rounded life.

Finally, a fifth value of the study is to secure the reactions of the graduates to the organization of the school, the methods of instruction, and the attitudes of the teachers, to see in what ways they may be improved and changed to fit better the needs of future graduates.

Location of the Study

Portland, Oregon, has a population of 305,384 according to the 1940 census, and is one of the most important industrial centers of the Pacific Coast. Low power rates make it a center of industry, and the Willamette River, which flows through the city, has made it one of the leading shipping centers of the west coast. In ordinary times vast shipments of wool, lumber, fruit, and grain leave the harbor regularly. Among the nationally-known products manufactured in Portland are woolen blankets, swim suits, and frozen foods. It is also one of the leading furniture centers west of Grand Rapids.

Since the beginning of the current war, numerous defense industries, including shipyards, chemical plants, aluminum companies, and aircraft plants, have furnished

employment for thousands of people in and near to Portland. This, of course, means increased opportunities for employment not only for those actually engaged in construction work but also for those in business positions.

A brief description of the High School of Commerce will give the reader a better understanding of the study presented here. It is a vocational school specializing, as the name implies, in commercial training. It is co-educational, but a greater number of girls attend than boys. For example, during the years 1935-1940 inclusive, 1,270 girls graduated, as compared with 413 boys. The average daily attendance during the year 1939-1940 was 1,683.

There are two courses offered at the High School of Commerce, the stenographic and the bookkeeping. The stenographic course requires two years of shorthand, two years of typing, one year of bookkeeping, one-half year of office training, and one-half year of office appliances, or nine and one-half credits of specialized work. The bookkeeping course requires two and one-half years of bookkeeping, one and one-half years of typing, one-half year of office training, and one-half year of office appliances, or a total of eight credits of specialized work. In both courses students may take a second semester of both office training and office appliances, the

majority of them doing so. An extra semester's work in shorthand is also offered to those students in the stenographic course who wish to take it. One semester's work in typing and in office appliances is counted as one-half credit, whereas one semester's work in the other courses mentioned is counted as one credit.

In addition to the required specialized work, students must complete four years of English, one year of American history, one-half year of civics, one-half year of sociology or economics, two years of physical education, one year of health, and enough other electives to complete thirty-four credits of work. Other subjects offered are business English, geometry, algebra, world history, commercial law, filing, Spanish, commercial arithmetic, occupations, elements of business, penmanship, art, glee, and orchestra. The Spanish, however, was not offered between the years 1932 and 1940.

Subjects Employed in the Study

From the records of the High School of Commerce, the writer secured the names of the boys who were graduated during the six-year period, 1935-1940, their addresses, and the courses in which they majored in school. The addresses were then checked with the Portland city directory and the telephone directory. The writer mailed

3 pp.

questionnaires to all of those whose addresses were verified in the city directory and in the telephone directory. At the end of two weeks, the writer followed up those who had not returned the questionnaire by calling all of those who had telephones and mailing follow-up postal cards to all of those who did not. A second copy of the questionnaire was sent in many cases where the graduate indicated that he had mislaid the first copy but that he would be glad to cooperate if another were sent.

Methods Employed in the Study

The writer selected the boys who were graduated in the years 1935 to 1940 inclusive, as the subjects of the study, for the business depression was on an upward swing by the year 1935, and employment opportunities were steadily improving after that time. The year 1940 was selected as the final year to be included in the survey, for the boys who were graduated at that time had had a year and a half in which to make the necessary adjustments and show some stability of employment at the time the study was made. Probably even more encouraging returns, insofar as employment was concerned, would have been received from the boys who were graduated during the year 1941, for the demand for workers rose to a point at that time that had been unequalled since before the

business depression, but those boys would not have had sufficient time to make the occupational adjustments necessary to give a true picture for this study.

Limitations of the Study

3 sp.

One factor limiting this study, as in the case of all other follow-up studies, was the constant shifting of the population from place to place. Sixty, or 14.5 per cent, of the total number of boys selected as subjects for this study could not be located.

Another factor limiting this study was the element of time. In the case of some graduates, almost six years had elapsed since graduation, and the boys had had sufficient time to make the necessary occupational readjustments; whereas, in the case of the most recent graduates, only a year and a half had elapsed since graduation, and these boys had had little time in which to make the necessary adjustments.

Still a third factor was the fact that many of the boys in the group selected as the subjects for this study were within the age limits of the draft. In one respect, this fact proved an obstacle to the study, for it lowered the percentage of returns, since some of the boys could not be reached, but, in another respect, it proved an aid to the study, for the boys in the service who did reply

were of great help in studying the question of the value of business training to men who enter some branch of the service.

CHAPTER II

PREVIOUS STUDIES

During the past eight or ten years there have been many more follow-up studies made of different groups of students, both graduates and nongraduates, high school and college, than during the preceding twenty years, but there is still a lack of such research in Oregon, or even in the Pacific Northwest. There is, moreover, a particular need for this type of study of the graduates of the business courses of the high schools in order to make those business courses function more effectively with reference to up-to-the-minute business standards.

Miss Solona Clary¹ made a similar study of the graduates of the High School of Commerce; however, she included in her study both the girls and the boys who had graduated between the years 1927 and 1930 inclusive. Moreover, she made the study in 1932, a period when the business depression was taking heavy toll of the inexperienced high school graduates in the business world.

The most common types of employment, she found, were stenographic, bookkeeping, clerical, and general office

¹Clary, Solona, A Follow-up Study of the Graduates of the High School of Commerce, Portland, Oregon (1927-1930 Inclusive), unpublished master's thesis, University of Oregon, 1933.

work. The percentage of employment was very high at the end of the first year after graduation for those who were members of the earlier classes, 95.8 per cent for the class of June, 1927, but it decreased gradually until it was 81.5 per cent for the class of June, 1930. She found, moreover, that more than 90 per cent of the graduates found employment in the district of Portland.

These graduates considered typing, shorthand, book-keeping, and office appliances to be the subjects primarily useful to them after graduation. Secondly useful subjects were business English, English, and office knowledge. The subjects which the graduates considered would have been of value to them had they taken them were foreign languages, science, and public speaking. The first and last of these three were offered at the High School of Commerce at that time.

Miss Clary also found that only a small percentage of the graduates continued their education after completing their high school work. Less than one-fourth of them attended business college, and less than one-tenth of them took any college work, either at a regular college or university or at the University of Oregon Extension Center in Portland.

Miss Gertrude Roenicke² made a follow-up study of the commercial graduates of Salem High School, Salem, Oregon, between the years 1935 and 1939, to discover to what extent the commercial department of Salem High School had been equipping its students for the positions they filled after graduation. A large percentage of the 135 graduates replying reported that they had felt a deficiency in their vocabularies for everyday use in business, in accuracy in spelling, paragraphing, and pronunciation, and in their understanding of the grammatical construction of sentences. About one-half of those students who had taken shorthand indicated that there was not enough training in speed in their high school courses. More practice in income-tax reporting was considered as essential to the bookkeeping training; more practice in legal forms and in numbers as essential to the typing. The graduates also reported that more practice on office machines would be highly desirable. The average range of salaries for these graduates was found to be between \$75 and \$85 a month, with \$45 as the lowest reported and \$135 as the highest. The largest percentage of the graduates were employed as stenographers, with clerical workers ranking second, followed by typists,

²Roenicke, Gertrude Alice, A Survey of Commercial Graduates of Salem High School, unpublished master's thesis, Oregon State College, 1941.

typist-clerks, bookkeepers, and filing clerks, and the others were distributed among the occupations of beauty operators, salesmen, shipping clerks, and miscellaneous. Six of the 135 graduates were in college, and only five were unemployed. The amount of unemployment was very small, for Miss Roenicke had returns of 92 per cent on the questionnaires sent out.

Andrew E. Street³ made a study of the evaluation of the Malin High School by its graduates. A very well-formulated questionnaire was sent to the graduates of the period between the years 1928 and 1938, and some very valuable information was secured from their responses.

Some of the recommendations made, based upon the data compiled from the questionnaires returned, indicated that the graduates of Malin High School felt that there was not a close enough correlation between the subject matter of the required subjects and life activities, that a course in science should stress application to life problems rather than preparation for college, and that in the social science field there should be more stress upon the importance of events occurring today. As was found in the information secured by Miss Roenicke's

³Street, Andrew E., An Evaluation of the Malin High School by Its Graduates, unpublished master's thesis, Oregon State College, 1940.

study, Mr. Street found that the graduates felt that there should be more stress on the fundamentals of grammar and also on oral English. His study, moreover, showed that the graduates felt a need for more instruction on how to study on the part of the teachers. They also indicated a need for more social activities in the student body and for well-chosen faculty supervision of those activities. A large number of the graduates signified a high opinion of activities as a means of training for proper use of leisure time. Typing was, in their opinion, the most valuable commercial subject taken, with bookkeeping being second, commercial law third, and shorthand fourth. It was found that three-fourths of the graduates read daily newspapers. Of the magazines read, Life was found to be more widely read than any other magazine, followed by The American, The Saturday Evening Post, and The Reader's Digest. Approximately one-fourth of the graduates read the latter.

In a similar study made by Roy L. Patrick⁴ of the results of commercial training in Napa Union High School, it was found, as in Mr. Street's study, that the graduates ranked typing first, as having been the commercial subject

⁴Patrick, Roy L., A Study of the Results of Commercial Training in Napa Union High School, unpublished master's thesis, Oregon State College, 1933.

of the most value to them, followed by shorthand, book-keeping, secretarial training, salesmanship, office practice, and the calculating machine, in that order. Approximately half of the graduates indicated in their returns that they were not doing that for which they had prepared in high school, and this fact pointed to an urgent need for more counseling and advising when the students first enter high school. However, his study included all of the graduates of the other courses between the years 1925 and 1931 also. Many indicated that if they had an opportunity to take their high school work over, they would take a complete business course, and many others indicated typing as a course which they would elect.

Some very valuable information was secured by this same study from the merchants and business men of Napa as to their opinions regarding the graduates of Napa Union High School as employees. It was interesting to note that, in listing deficiencies, they indicated character traits and personalities rather than school subjects as being the weak points.

In a study made in 1938 of the high school graduates of the 1937 classes in Pittsburgh, Pennsylvania, it was found that the largest group of those graduates who continued their education in Pittsburgh after graduation from high school enrolled in commercial courses,

indicating that jobs are to be found with the greatest frequency in the commercial field.⁵ Of the 3,451 graduates responding to the questionnaire sent out, 858, when asked their preferences as to courses, went on record as considering commercial courses in high school as vocationally desirable.

In looking over the classifications of the jobs obtained, it was found that the largest group was that of clerical. Since more jobs were to be found in general clerical work and in the distributive occupations than in specific lines of work, it was concluded that for these jobs a general commercial education of the socio-economic type is more practicable than specialized training.

It was found also that the graduates felt that more attention should be given to the social life of the school and to the development of personality, that more strictness in subject matter and better teaching (including the insistence upon better study habits) would be desirable, that more attention should be given to personal, vocational, and educational problems, and that more extensive office machine practice needed to be given.

⁵Graham, Ben G. and Cleland, H. L., "Pittsburgh Surveys Its Own," Occupations, Vol. 17, no. 8, May, 1939, pp. 699-704.

CHAPTER III

ANALYSIS OF DATA

The latter part of the year 1941 proved to be a very difficult time in which to make a survey of this kind, for the young men of the age group of those selected for this study, 20 to 26 years, were experiencing frequent changes of employment owing to the increased opportunities for employment brought about by the defense industries, and many had entered or were entering some branch of the military service. In following up the questionnaire, it was found that a number of those boys to whom the questionnaire had been sent were in some branch of the service, but their questionnaires were not returned; consequently, there was not enough pertinent information concerning those boys available to include them in the returns. One factor which interfered with the return of the questionnaires of those boys in the service was that many divisions of the army and of the navy were being moved from place to place shortly after the time at which the questionnaires were mailed, November, 1941, and in many cases the questionnaires probably did not reach the graduates, or they were laid aside in the urgency of the unusual conditions.

The data compiled from the replies of the graduates were divided into six parts, dealing in turn with a general

discussion of the returns, with the employment of the graduates, with the additional training taken by the graduates, with the opinions of the graduates in regard to the value of the business subjects offered at the High School of Commerce and those not offered, with the interests and activities of the graduates while in school and at present, and with the reactions of the graduates to the program of activities, the attitudes of the teachers, and the methods of instruction at the High School of Commerce.

PART I

A Study of the Returns

A total of 413 boys were graduated from the High School of Commerce, Portland, from January, 1935 to June, 1940, inclusive. Sixty of the 413 could not be located, and one was deceased. Of the 353 whose addresses were verified in the 1941 Portland city directory, eight were returned because the graduates had moved since the publication of the directory, leaving no forwarding addresses. A total of 231 replies, or 65.4 per cent, were received.

It was interesting to note that replies were received from such a distant point outside of the United States as Melbourne, Australia, and within the country from Washington, D. C. and other eastern points, and several of the western states. It was also known that several of the

graduates were located in other points outside of the United States, the Philippine Islands, for example, but, as stated before, the conditions existing at the time of the study prevented any returns from being received from those places.

Table I shows the total number of graduates, the number not located, the number deceased, the number of questionnaires sent, the number returned because the graduates had moved, leaving no forwarding addresses, and the number and percentages of returns, according to classes.

TABLE I
Returns of Questionnaires by Classes

	Total	Not		Number	No	Number	% of
	Graduated	Located	Deceased	Sent	Forwarding Address	Returned	Returns
Jan. '35	39	8	1	31	1	18	58.1
June '35	38	6		32		25	78.1
Jan. '36	23	5		18		10	55.6
June '36	29	2		27	1	16	59.3
Jan. '37	26	4		22		14	63.6
June '37	34	3		31		18	58.1
Jan. '38	38	6		32		18	56.3
June '38	43	8		35	2	21	60.0
Jan. '39	18	3		15		11	73.3
June '39	42	7		35	2	26	74.3
Jan. '40	33	3		30	1	25	83.3
June '40	50	5		45	1	29	64.4
Total	413	60	1	353	8	231	65.4

The January 1940 class responded with the highest percentage of returns, 83.3 per cent, and the January 1936 class with the lowest, 55.6 per cent. All of the classes, however, responded at least 50 per cent, a figure which is considered satisfactory, in view of the unusual conditions existing at the time and of the fact that the subjects of the study were all boys of that age group which, generally speaking, would be inclined to put off replying to such a questionnaire or to disregard it entirely.

Location of Employment of the Graduates

A study of the location of the employment of the graduates at the time of the survey showed that of the 174 who were gainfully employed, 152, or 87.4 per cent, were situated in or near Portland. The 174 did not include, of course, those who were attending college or those who were in military service.

TABLE II

Location of Employment of Graduates

	In or near Portland			Away from Portland			Total
	Business	Civil Service	Other	Business	Civil Service	Other	
Jan. '35	7	1	5			1	14
June '35	7	4	6	1	1	2	21
Jan. '36	5		3	1			9
June '36	4	2	3		1		10
Jan. '37	8	2	1			1	12
June '37	8	2	2	2	1		15
Jan. '38	3	1	7	3			14
June '38	7	1	5	1			14
Jan. '39	3	1	2			1	7
June '39	7	2	8	1			18
Jan. '40	10		7		1		18
June '40	11	2	6		2	1	22
Total	80	18	55	9	6	6	174
Per cent	46	10	32	5	3.5	3.5	100

The January 1938 class had the highest percentage of its graduates employed elsewhere, three, or 22 per cent,

and the January 1940 class the lowest percentage, one, or 6 per cent. These figures show that there was ample opportunity for employment in and near Portland, both for those graduates who found work in the business field and for those who entered some other line of work.

Of the 22 graduates employed outside of Portland, six, or 27.3 per cent, were in civil service; of the 152 located in or near Portland, 16, or 10.5 per cent, were in civil service. These figures show that even in civil service there was plenty of opportunity in Portland. It was found, too, that 42.9 per cent of those employed in fields other than business and civil service in and near Portland were working in the shipyards, a field that would be considered temporary.

Number of Graduates in United States Service

Table III shows the number of graduates in the United States Service.

TABLE III

Number of Graduates in United States Service

	Civil Service	Army		Navy		Total
		Regular	Clerical	Regular	Clerical	
Jan. '35	1	1	1			3
June '35	5	2	2			9
Jan. '36			1			1
June '36	3	1	1	1		6
Jan. '37			2			2
June '37	3			1		4
Jan. '38	1	1	1			3
June '38	1	2	2	1	1	7
Jan. '39	1	1	2			4
June '39	2	1			1	4
Jan. '40	1	1	1			3
June '40	4	1	1			6
Total	22	11	14	3	2	52

Of the total number of graduates responding, 30, or 13 per cent, were serving in either the army or the navy. Table III shows, moreover, that all of the classes were represented in one of the above branches of the military service. The June 1938 class was represented by the highest number, four in the army and two in the navy, and the January 1936 and the June 1937 classes had the lowest

representation, the former having only one in the army, and the latter one in the navy.

In view of the fact that both the army and the navy have reported an urgent need for more men who are trained in clerical work, it is interesting to note that of the 25 graduates serving in the army at the time of the survey, 14, or 56 per cent, indicated that they were using their commercial training to advantage in the service. Of the five serving in the navy, two, or 40 per cent, were also using their training. One of the five serving in the navy, moreover, had just recently graduated from the Annapolis Naval Academy and was serving with the rank of Ensign. To indicate the value of commercial training to those in service, the following is quoted from a letter written by one of the graduates when he returned his questionnaire. "At the present time the army is needing an enormous clerical personnel. So if the average student doesn't want to be satisfied with merely packing a rifle, he should study subjects that will help him out if he is ever summoned into any arm of the United States Service."⁶

In addition to those graduates serving in the army and navy, 22, or 9.5 per cent, were employed in civil service.

⁶London, Sgt. Wilbur K., class of January, 1940. Letter in the writer's personal files.

PART II

The employment records of the graduates were studied with the purpose of ascertaining how many positions each had held since graduation from high school, and, further, in what kind of work each had been engaged in his various positions, and the type of employer, the length of employment, and the salary in each position.

Number of Positions Held by Graduates

In studying the number of positions the graduates had held since finishing high school, the graduates were divided into two groups, those who had not attended college, and those who had. Table IV shows the number of positions held by the graduates since graduation.

TABLE IV
Number of Positions Held by Graduates

	Those Who Did Not Attend College*								Did Attend College*						Advanced in Same Company	Total
	1	2	3	4	5	6	7	8	1	2	3	4	5	School Only		
Jan. '35		3	4	2			2		1	3	2			1	7	18
June '35	2	4	7	10								2			11	25
Jan. '36	4		1	1					1	1		1	1		4	10
June '36	1	1	3	1	1	2			2		1	2	1	1	3	16
Jan. '37		4	2	2		2	1		1	1			1		7	14
June '37	4	2	5		2	1				2	2				10	18
Jan. '38	1	3	4	3	2	1			1	1	1	1			5	18
June '38	1	6	4	2	4				1	1		1			4	21
Jan. '39	1	4	2			1		1	1		1				2	11
June '39	2	5	5	4					2	1	1		2	4	2	26
Jan. '40	4	11	3	1					2	1				3	1	25
June '40	8	6	5	2			1		2	1		1		2	1	28
Total	28	49	45	28	9	7	4	1	14	12	8	8	5	12	57	230
Per cent	12.2	21.3	19.6	12.2	3.9	3.0	1.7	.5	6.0	5.2	3.5	3.5	2.2	5.2	24.7	100

*23 in military service at present

*7 in military service

Table IV shows that the number of positions held by the graduates who had not attended college ranged from one to eight, with only one boy indicating that he had held eight positions during that period. It was interesting to note, moreover, that he had been out of school less than three years. Only four graduates had held seven positions since leaving school. The largest number, 49, had had only two positions, with those having had three positions following a close second, and an equal number, 28, had held one position and four positions. Of the 171 graduates included in this group, however, 23 were serving either in the army or in the navy, but the writer did not consider such service as a separate position, for there were no means of ascertaining whether those graduates would not have continued in the same positions held previous to service.

The replies of the graduates who attended college showed that the number of positions ranged from one to five, in addition to attending school. Of the 59 in this group, 12 had been in school continuously since finishing high school, three of the 12 being in military service at the time of the survey. The largest number of graduates who had attended college had held only one position, and those who had held two positions ranked a close second. One member of the January 1935 class had been in school

for seven years altogether, two in China and five in the United States, majoring first in premedics and then in dentistry. The record of this boy showed that he was a straight "1" student during his four years at the High School of Commerce. Another graduate, a member of the June 1936 class, had attended college and then entered Annapolis. He had just completed his training there at the time of the survey and was entering immediately upon his service. A total of seven graduates in this group were in military service at the time of the survey.

Although over one-half of those who attended college indicated that they had been employed while enrolled in school and during the summers, such employment was not considered when tabulating the number of positions the graduates had held, for that type of employment must of necessity be considered temporary. In examining the type of work done by the graduates while in school, it was interesting to note that they made good use of their business training. Typing, part-time bookkeeping positions, and general clerical work were mentioned far more frequently than that type of work which one would naturally expect of boys attending school.

Table IV shows also that 57 graduates had shown a definite pattern of advancement to better positions in the same company.

One graduate, a member of the June 1940 class, had been in ill health since completing his high school work and had been unable either to work or to attend school.

Type of Employment of Graduates in Present Positions

Table V shows the various types of employment which the graduates were following at the time of the survey.

TABLE V

Type of Employment of Graduates in Present Positions

	Jan. '35	June '35	Jan. '36	June '36	Jan. '37	June '37	Jan. '38	June '38	Jan. '39	June '39	Jan. '40	June '40	Total No.	%
Clerical	2	3	3	3	6	7	2	5	2	5	3	7	48	20.8
Construction	3	3		3	3	1	5	2	2	6	5	5	38	16.5
Student	2			3		2	2	1	1	6	5	3	25	10.8
Army	2	4	1	2	2		2	4	3	1	2	2	25	10.8
Bookkeeping	3	3	1	2	1	2	2	2			3	1	20	8.7
Selling	1	5	1	1	2	2	1	1	1	2		1	18	7.8
Secretarial	2	1				1	2	1		3	3	4	17	7.4
Service	1	3	2										6	2.6
Gen'l Office									1	1	1	2	5	2.2
Navy				1		1		2		1			5	2.2
Merchandising						1	1	2					4	1.7
Manufacturing		1					1			1	1		4	1.7
Delivery	2		1								1		4	1.7
Busi.-machine Operator				1							1	1	3	1.3
Insurance Adjuster		1				1							2	.9
Mechanic									1			1	2	.9
Bank Cashier			1										1	.4
Meat Cutter		1											1	.4
R.R. Brakeman								1					1	.4
Unemployed												1	1	.4
Ill Health													1	.4
Total	18	25	10	16	14	18	18	21	11	26	25	29	231	100.0

Reference to Table V shows that only one of the 231 graduates replying to the questionnaire was unemployed. He was a member of the June 1940 class and had held two positions since graduation, first as a vacuum cleaner repairman for a period of four months, and second as a clerical worker for a period of eight months; hence, the period of his unemployment could not have been very long. He indicated in his response, moreover, that he did not expect it to continue for any great length of time.

Twenty-five, or 10.8 per cent, of the graduates were enrolled in school at the time of the survey, only one of these being in a business school, and the remainder in a college or the university. In addition, 30, or 13.0 per cent, were in the army or in the navy. One graduate had been in ill health ever since finishing his high school work.

Of the remaining graduates, 48, or 20.8 per cent, were engaged in clerical work, and 38, or 16.5 per cent, in construction work of some kind, a large number being employed in the shipyards. Bookkeeping, selling, and secretarial work then followed in that order at the top of the list of the types of employment.

Of the total number of graduates who were employed, 53.4 per cent were engaged in work directly related to the business training received at the High School of Commerce,

and 14.4 per cent were engaged in a type of work in which the business training would be of value, that is, selling, merchandising, insurance adjusting, and bank cashier.

Type of Employer of Graduates in Present Positions

Table VI shows the type of employer of the graduates in their present positions.

TABLE VI

Type of Employer of Graduates in Present Positions

	Jan. '35	June '35	Jan. '36	June '36	Jan. '37	June '37	Jan. '38	June '38	Jan. '39	June '39	Jan. '40	June '40	Total No.	%
Constr.	1	4	2	5	1	1	5	3	3	6	4	9	44	25.3
Transp.	5	1			4	6	3	2		1	4	1	27	15.5
Gov't.	2	6	2	3		3	1	1	1	2	1	4	26	14.9
Retail	3	3	1	1	1	1	2	1	1	3	2	3	22	12.6
Wholesale	2	3	1		3	1		4	1	1	1	1	18	10.3
Mfg.	1	3			1		1	1	1	2	2	1	13	7.5
Service		1	1			1		2		1			6	3.4
Public														
Utility					2	1	1					2	6	3.4
Insurance				1		1				1	1	1	5	2.9
Bank			1				1				2		4	2.4
Auto-														
motive			1								1		2	1.2
Adver-														
tising										1			1	.6
Total	14	21	9	10	12	15	14	14	7	18	18	22	174	100.0

The largest number of the graduates, 44, or 25.3 per cent, were employed by firms classified under the heading of construction. Transportation companies, such

as railroads, freight lines, etc., and the Government service employed almost equal numbers, 27 and 25 respectively. Retail firms, wholesale firms, and manufacturing establishments then followed in that order as being places of employment of the graduates in their present positions.

Further study of the responses showed that the railroads offered excellent opportunities for young men with business training, for the salaries received by those working for such companies were among the higher brackets, and there was a very definite pattern of advancement in such employment.

Table VI does not include those graduates who were attending school, those who were in the army and in the navy, the one who was unemployed, and the one who was in ill health.

Length of Employment of Graduates in Present Positions

Table VII shows the length of time that the graduates had been in their present positions at the time of the survey.

TABLE VII

Length of Employment of Graduates in Present Positions

	1-3 mos.	3-6 mos.	6 mo. 1 yr.	1-2 yrs.	2-3 yrs.	3-4 yrs.	4-5 yrs.	5-6 yrs.	6-7 yrs.	Total
Jan. '35	4	1	1	2	5	2	1			16
June '35	3	3	3	8	4	3			1	25
Jan. '36		1	2	2	1	1		3		10
June '36	5	3	1	1	2	1				13
Jan. '37	3	5	3	1	1		1			14
June '37	3	1	2	3		3	4			16
Jan. '38	4	2	3	5	1	1				16
June '38	7	4	5	3	1					20
Jan. '39	2	2	2	3	1					10
June '39	7	6	3	4						20
Jan. '40	3	6	5	6						20
June '40	7	5	6	6						24
Total	48	39	36	44	16	11	6	3	1	204
Per cent	23.5	19.1	17.7	21.6	7.8	5.4	2.9	1.5	.5	100

This table does not include those who were students at the time of the survey, but does include those who were in the army and the navy. It shows that the largest number of the graduates, 48, had been employed in their present positions for three months or less. One reason for the large number of graduates in this group would be that so

many of them were entering military service during that period in which the survey was made. A second reason would be that the opportunities for better positions were improving during the latter part of the year, 1941, due, in part, to the greatly expanding defense industries.

The second largest group of graduates, 44, had held their present positions from one to two years, 39 had held them from three to six months, and 36, from six months to one year. One graduate who had held his present position for six and one-half years had held that same position since his graduation from high school. He had done the same type of work over that period of time, but had received substantial increases in salary.

Salaries of Graduates in Present Positions

Table VIII shows the salaries of the graduates in their present positions.

TABLE VIII

Salaries of Graduates in Present Positions

	\$70- 80	\$81- 90	\$91- 100	\$101- 110	\$111- 120	\$121- 130	\$131- 140	\$141- 150	\$151- 160	\$161- 170	\$171- 180	\$181- 190	\$191- 200	\$201- 250	\$251- 300	Total
Jan. '35						2	1	3	2	2	2		1	1		14
June '35			1	1	1	1	1	3	4	1	2	1	2	2	1	21
Jan. '36					1	2		3	1		1			1		9
June '36			1	1	1		1						2	4		10
Jan. '37					3	3	1	2	1				1	1		12
June '37			1	2	2	4	1	2	1			1	1			15
Jan. '38					3	1	1	2		1		1	3		2	14
June '38	1	2				1	2	2	1			3	1	1		14
Jan. '39			1		2		1					1		1	1	7
June '39	2	1	2	1		2	2	1	1		1		3	1	1	18
Jan. '40	5	1	1	1	2	3	1		1		2	1				18
June '40	3	3	1	1	5	2		1		1			1	3	1	22
Total	11	7	8	7	20	21	12	19	12	5	8	8	15	15	6	174
Per cent	6.3	4.1	4.6	4.0	11.5	12.1	6.9	10.9	6.9	2.9	4.6	4.6	8.6	8.6	3.4	100

One of the most interesting facts brought out in the study of the salaries was that the January classes showed a better minimum salary scale than the June classes. The minimum salary received by any member of the January 1935 class was in the \$121-130 bracket; whereas, the minimum salary received by any member of the June 1935 class was in the \$91-100 bracket. The minimum salary received by any member of the January 1936 class, on the other hand, rose to the \$111-120 bracket. Thus the minimum scale showed a zigzag profile all the way through the years from 1935 to 1939, inclusive; however, the January and the June 1940 classes both had members in the bottom bracket, \$70-80. The only reason for this unusual record was that the members of January classes had fewer competitors in seeking employment immediately after graduation and thus got a better start. The January classes in high schools were always smaller in number, and there were no college students to crowd the field in January, as was the case in June.

It was found upon further study of the responses of those whose salaries were in the \$251-300 bracket that all six graduates in this group were shipyard workers. Such was not the case, however, of those in the next highest bracket, \$201-250, for of the 15 in this group, four were employed in work directly related to their high school

training. Almost half of the 15 receiving between \$191 and \$200 per month were employed in work directly related to their high school training.

Of the 52 graduates receiving salaries ranging between \$141 and \$190 per month, 32 were employed in fields which were directly related to their high school training. The remaining 20 were employed in the shipyards or in some other form of construction work.

It was also interesting to note that in the lower brackets only four classes showed salary returns below the \$91 level. As might be expected, both the January and the June 1940 classes showed returns in the lower brackets, but, upsetting the trend that had previously been shown, the January 1940 class had 27.7 per cent of its members in the lowest bracket, and the June 1940 class had only 13.6 per cent.

Further study of the responses of those graduates whose salaries fell in the lowest bracket, \$70-80, showed that all of these graduates were enrolled in work which was directly related to their high school training, such as bookkeeping, stenography, clerical work, etc.

Type of Employment of Graduates in First Positions

A study was made of the type of employment of the graduates in their first positions. Table IX contains the results.

TABLE IX

Type of Employment of Graduates in First Positions

	Jan. '35	June '35	Jan. '36	June '36	Jan. '37	June '37	Jan. '38	June '38	Jan. '39	June '39	Jan. '40	June '40	Total No.	%
Selling	2	8	1	6	6	1	3	4	3	3	3	5	45	19.5
Clerical	2	4	1	2	2	6	3	6	2	5	4	6	43	18.6
Student	1		1	2	1	1		1		5	6	4	22	9.6
Stenography	3	2		1	2	1		2	2	2	2	2	19	8.2
Bookkeeping	1	1	1	1	1	2	2	1		3	2		15	6.5
Office Boy	1	1	1	1	1	1	1	3		1	2	1	14	6.0
Delivery	1	1	2	1		2	1	1		1	1	1	12	5.7
Gen'l Off.	1	1	1	1		1	2		1	1		2	11	4.8
Constr.	3	1	1				2		1	1	1	1	11	4.8
Service	2	2					2	2				1	9	3.9
Typist						1				2	1	2	6	2.6
Mfg.		1								1	2	1	5	2.2
Meat Cutter		1				1	1		1		1		5	2.2
CCC	1	1						1				1	4	1.7
Bk. Messeng.							1		1	1			3	1.3
Mechanic					1							1	2	.9
Bk. Cashier			1										1	.4
Surveyor				1									1	.4
Printer						1							1	.4
Army		1											1	.4
Ill Health												1	1	.4
Total	18	25	10	16	14	18	18	21	11	26	25	29	231	100.0

The above table shows that the field of selling offered opportunities for employment for the largest

number of the graduates in their first positions after graduation from high school, for 45, or 19.5 per cent, found positions as salesmen or as clerks. The clerical field provided openings for almost as many, 43, or 18.6 per cent. Stenography, bookkeeping, office boy, delivery, general office work, and construction work were listed next in that order as the more common types of employment. In addition, a small number, 22, continued their education, one entered the army, and four enrolled in the Civilian Conservation Corps.

Excluding those graduates who continued their education and the one who was unable to work because of ill health, it was found that almost one-half of the graduates, 45.2 per cent, found employment which was directly related to their high school training, that is, stenography, bookkeeping, clerical and general office work, and typing. Moreover, 30.3 per cent found employment as office boys, salesmen, clerks, bank messengers, bank cashier, and other fields which would not depend necessarily upon their high school training but in which that training would be helpful.

Type of Employer of Graduates in First Positions

It is valuable in a study of this type to notice the type of employer of the graduates in their first positions. Table X shows this information.

TABLE X

Type of Employer of Graduates in First Positions

	Jan. '35	June '35	Jan. '36	June '36	Jan. '37	June '37	Jan. '38	June '38	Jan. '39	June '39	Jan. '40	June '40	Total No.	%
Retail	3	9	4	6	7	2	5	6	3	4	9	13	71	34.3
Wholesale	4	5	2	2		4	2	5	1	4			29	14.0
Mfg.	3	3	1	2	1	3	3			3	2	2	23	11.1
Transp.	2				2	5	1	3		3	2	2	20	9.7
Gov't	3	1		2	1			2	1	2	2	2	16	7.7
Insurance				1	1	1	1	1	1	1	1	2	10	4.8
Legal	1	2		1	1			1	1	1	1		9	4.3
Service		2					2	2	1			1	8	3.9
Constr.		2	1				2		2			1	8	3.9
Bank			1				1		1	2	1		6	2.9
Public														
Utility	1					1					1	1	4	1.9
Adver- tising						1	1			1			3	1.5
Total	17	24	9	14	13	17	18	20	11	21	19	24	207	100.0

Retail firms, such as stores, shops, etc., offered the greatest opportunity for the graduates just out of school, for 71, or 34.3 per cent, of those who sought work found it there. Wholesale firms were second in the list, giving employment to 29, or 14.0 per cent. Manufacturing establishments, transportation companies, such

as railroads, steamship lines, freight lines, etc., and the Government service also were found to be fairly good fields for employment for the high school graduate.

Length of Employment of Graduates in First Positions

In surveying the length of time the graduates were employed in their first positions, those who were enrolled in school, the one who entered the army, and the one who was in ill health were not included.

TABLE IX

Length of Employment of Graduates in First Positions

	1-6 mos.	6 mo. 1 yr.	1-2 yrs.	2-3 yrs.	3-4 yrs.	4-5 yrs.	5-6 yrs.	Same Position	Total
Jan. '35	7	3	5	1		1			17
June '35	5	8	3	2	2	1	2	1	24
Jan. '36	2	1		1	1	1		3	17
June '36	4	3	3	2		1	1		14
Jan. '37	3	5	2		1		1	1	13
June '37	3	5	2	2	2			3	17
Jan. '38	8	4	4		2				18
June '38	7	8	3	1				1	20
Jan. '39	4	5	2						11
June '39	9	5	5	1				1	21
Jan. '40	7	6	5					1	19
June '40	13	4	3					4	24
Total	72	57	37	10	8	4	4	15	207
Per cent	34.7	27.5	17.9	4.8	3.9	1.9	1.9	7.3	100

Table XI shows that the largest number of graduates, 72, or 34.7 per cent, were employed in their first

positions between one and six months. The second largest group, 57, or 27.5 per cent, remained in their first positions between six months and one year, and the third largest group, 37, or 17.9 per cent, between one and two years. Beyond that period the number decreased rapidly until there were only four graduates who remained with their first positions between four and five years, and four between five and six years.

Of the 207 included in Table XI, 15 were holding the same positions at the time of the survey that they had obtained immediately after graduation. These included five clerical workers, two engaged in general office work, three retail store clerks, one stenographer, one bank cashier, one salesman, one teamster, and one furniture worker.

Salaries of Graduates in First Positions

Table XII deals with the salaries of the graduates in their first positions.

TABLE XII

Salaries of Graduates in First Positions

	\$30- 40	\$41- 50	\$51- 60	\$61- 70	\$71- 80	\$81- 90	\$ 91- 100	\$101- 120	\$121- 140	Total
Jan. '35		1		2	6	2	3	1	1	16
June '35		1	2	3	4	6	6	1		23
Jan. '36		1	2	1	4			1		9
June '36			4	1	4	1	4			14
Jan. '37				1	2	4	5		1	13
June '37		1	2	7	1	3	3			17
Jan. '38	2	4	1	1	3	2	2	2	1	18
June '38	1	1	2	3	6	3	2		1	19
Jan. '39			2	2	4	2	1			11
June '39		1	2	5	5	3	2	1	2	21
Jan. '40	2	1	4	2	3	2	1	2	2	19
June '40	1	2	1	3	10	2	1	1	2	24
Total	6	13	22	31	52	30	30	9	10	203
Per cent	3.0	6.4	10.8	15.3	25.6	14.8	14.8	4.4	4.9	100

Those graduates who were in the Civilian Conservation Corps, the one enlisted in the army, and those attending school were not included in the table showing the salaries received in the first positions. Thus the number of the graduates included in Table XII dropped to 203. Of these, 52, or 25.6 per cent, received salaries between \$71 and \$80 per month. Almost half of the total number were

divided equally among the three brackets, \$61-70, \$81-90, and \$91-100 per month. A small number, 19, or about 9 per cent, fell below the \$50 mark, whereas the same number were found to have received salaries in the top two brackets, \$101-120 and \$121-140.

The highest salary reported from the January 1935 class was that of a salesman in a retail shoe firm. It was interesting to note, also, that this same graduate had worked for the same firm since graduation and was, at the time of the survey, the assistant manager. The highest salary from the January 1937 class was that of a salesman for an automobile agency. The top salary from the January 1938 class was that of a mill worker, and from the June 1938 class that of a stock clerk in a warehouse. Both of these graduates are still working for the same firm. The two top salaries reported from the June 1939 class were those of a bank clerk and a salesman. From the January 1940 class a meat cutter and a warehouse stock clerk were the two who reported salaries in the top two brackets. The two top salaries from the June 1940 class were received by a clerk in a retail store and a stenographer under civil service. Both of these graduates were still in the same positions at the time of the survey.

Type of Employment of Graduates in Second Positions

The type of employment of the graduates in their second positions after graduation from high school is shown in Table XIII.

TABLE XIII

Type of Employment of Graduates in Second Positions

	Jan. '35	June '35	Jan. '36	June '36	Jan. '37	June '37	Jan. '38	June '38	Jan. '39	June '39	Jan. '40	June '40	Total No.	%
Clerical	3	8	2	5	3	5	4	4	1	5	2	4	46	35.1
Bookkeeping	1	2	1	2	3	3	2	2	1	1	1		19	14.5
Stenography	3	1			1	2	1	2			1	1	12	9.1
Selling	1	2		1	2		2	2	1	1			12	9.1
Constr.	2	1	1		1		2	1		2		1	11	8.4
Mfg.	1			2		1	2		2	1		1	10	7.6
Delivery	1			1			1	2				1	6	4.6
Gen'l Off.		1							1		1	1	4	3.0
Service		1						1		1		1	4	3.0
Bk. Cashier										1			1	.8
Mail Clerk		1											1	.8
Meat Cutter		1											1	.8
Nurseryman				1									1	.8
Comm. Fish.								1					1	.8
CCC								1					1	.8
Mechanic		1											1	.8
Total	12	19	4	12	10	11	14	16	6	12	5	10	131	100.0

Table XIII shows that 131 graduates held at least one position between their first position and their present one. Clerical work, which was second in the list of the type of employment of the graduates in their first positions, is first on the list for their second positions.

Bookkeeping is second, followed by stenography and selling in third place. Selling was first in the list of the type of employment in the first positions. Construction work, on the other hand, which was eighth on that list, rose to fifth place in Table XIII.

Type of Employer of Graduates in Second Positions

Table XIV shows the type of employer of the graduates in their second positions.

TABLE XIV

Type of Employer of Graduates in Second Positions

	Jan. '35	June '35	Jan. '36	June '36	Jan. '37	June '37	Jan. '38	June '38	Jan. '39	June '39	Jan. '40	June '40	Total No.	%
Retail	3	5	1	5	2	2	6	5	1	2	2	4	38	29.0
Mfg.	2	5	1	4	1	4	1		2	2	1	1	24	18.3
Transp.	2	1	1		3	2	2	2		1	1	2	17	13.0
Wholesale	2	3			1			6		1		1	14	10.7
Gov't	3	1		1	1	1	2	1	1	1		1	13	10.0
Service		1			2	1	1	1	1	2			9	6.8
Bank				1			1		1	1	1	1	6	4.6
Insurance		2		1		1				1			5	3.8
Constr.		1	1				1			1			4	3.0
Comm. Fish.								1					1	.8
Total	12	19	4	12	10	11	14	16	6	12	4	10	131	100.0

Reference to Table XIV shows that retail firms offered more opportunities for employment to the high school graduates in their second positions than any other, for of the

131 who held second positions, 38, or 29.0 per cent, were employed by retail firms. Manufacturing establishments were second with 24, or 18.3 per cent. Transportation companies again played an important part as employers of the graduates, followed closely by wholesale firms, and the Government service.

Length of Employment of Graduates in Second Positions

Table XV deals with the length of employment of the graduates in their second positions.

TABLE XV

Length of Employment of Graduates in Second Positions

	1-6 mos.	6 mo. 1 yr.	1-2 yrs.	2-3 yrs.	3-4 yrs.	4-5 yrs.	5-6 yrs.	Total
Jan. '35	4	4	1	2		1		12
June '35	7	6	2	1	1	1	1	19
Jan. '36	2	1		1				4
June '36	7	2		1		1	1	12
Jan. '37	4	1	2	2	1			10
June '37	3	2	4	1		1		11
Jan. '38	5	4	5					14
June '38	6	4	5	1				16
Jan. '39	3	1	2					6
June '39	4	6		1	1			12
Jan. '40	3	2						5
June '40	6	3	1					10
Total	54	36	22	10	3	4	2	131
Per cent	41.3	27.5	16.8	7.6	2.3	3.0	1.5	100

Table XV shows that the largest number of the graduates, 54, or 41.3 per cent, remained in their second positions only from one to six months, a fact which also was found to be true in the length of the employment of the graduates in their first positions. Thirty-six, or 27.5 per cent, remained from six months to one year, and 22, or 16.8 per cent, from one to two years. The others were scattered from the 2-3 year period to the 5-6 year period. Of the two boys who remained in their second positions between five and six years, one was employed as a warehouseman and truck loader for a large department store and left that position to enter military service. The other, a negro boy, was employed for that length of time as a shoeshiner, but is at present a clerical worker in civil service in Washington, D. C.

Salaries of Graduates in Second Positions

It was surprising to find, in tabulating the salaries reported in the second positions, that the minimum salary was lower than it had been for the first positions.

TABLE XVI

Salaries of Graduates in Second Positions

	\$25- 40	\$41- 50	\$51- 60	\$61- 70	\$71- 80	\$81- 90	\$ 91- 100	\$101- 120	\$121- 140	\$141- 160	Total
Jan. '35				1	3	1	3	3		1	12
June '35			1		3	5	4	3	3		19
Jan. '36				1	1	1			1		4
June '36			1	2	1	2	1	3	2		12
Jan. '37				1		1	5		2		10
June '37				2	5	3				1	11
Jan. '38	2	1	1	1	1	2	1	2	2	1	14
June '38		2	1		2		3	2	3	2	15
Jan. '39					2		2	2			6
June '39			2	1	5	1	1		1	1	12
Jan. '40		1		2	2						5
June '40	1	1		2	1	1	2	2			10
Total	3	5	6	13	26	17	22	17	14	7	130
Per cent	2.3	3.8	4.6	10.0	20.0	13.1	16.9	13.1	10.8	5.4	100

In the study of the salaries of the graduates in their first positions, the lowest salary was found to be \$30; whereas, the minimum for the second positions was found to be \$25, with two graduates reporting that amount. Of these two, one, a member of the January 1938 class, had held a position first as truck driver and second as a

carpenter's helper, obviously at nonunion wages. The second, a member of the June 1940 class, was employed first as a clerk in a grocery store and second as a part-time stenographer.

The graduate enrolled in the Civilian Conservation Corps was not included in Table XVI, for his salary would not be truly indicative of the salaries received by the graduates who were regularly employed. Of the 130 graduates included in Table XVI, the largest group, 26, or 20.0 per cent, reported salaries between \$71 and \$80 per month, and the second largest group, 22, or 16.9 per cent, between \$91 and \$100.

Type of Employment of Graduates in Third Positions

Table XVII shows that only 71 graduates held a third position between their first and present ones.

TABLE XVII

Type of Employment of Graduates in Third Positions

	Jan. '35	June '35	Jan. '36	June '36	Jan. '37	June '37	Jan. '38	June '38	Jan. '39	June '39	Jan. '40	June '40	Total No.	%
Clerical	1	4	2	4	1	1	2	2		2		1	20	28.2
Bookkeeping		5			1	2	2	1					11	15.5
Stenography	2	1			1	1		1		1		1	8	11.3
Constr.			1	2	1		1	1			1	1	8	11.3
Selling	2			1	2			1		1			7	9.9
Gen'l Off.		1				1	1	1				1	6	8.5
Delivery				2			2			1			5	7.0
Service		1								1			2	2.8
Meat Cutter		1							1				2	2.8
Photo- grapher									1				1	1.3
Prof. Baseball		1											1	1.3
Total	5	14	3	9	6	5	8	7	2	7	1	4	71	100.0

In this group, also, the clerical workers were found to be the most numerous, for 20, or 28.2 per cent, of them were engaged in that type of employment. Bookkeeping was second on the list, and stenography and construction work, third. The latter type of employment ranked in fifth place in Table XIII, showing the type of employment of the graduates in their second positions. Selling, general

office work, and delivery followed in that order as being employment followed by the graduates in their third positions.

Type of Employer of Graduates in Third Positions

The type of employer of the graduates in their third positions is shown in Table XVIII.

TABLE XVIII

Type of Employer of Graduates in Third Positions

	Jan. '35	June '35	Jan. '36	June '36	Jan. '37	June '37	Jan. '38	June '38	Jan. '39	June '39	Jan. '40	June '40	Total No.	%
Retail	2	5		3	1		2	2	1	2		2	20	28.2
Constr.		2	1	2		1	2	1			1	2	12	16.9
Wholesale		2	1		1	2	1	1		1			9	12.7
Transp.	2	1		1	2	1		1		1			9	12.7
Gov't		2	1	1	1			1		1			7	9.9
Service					1		1	1	1	1			5	7.0
Mfg.				1		1				1			3	4.2
Insurance	1	1		1									3	4.2
Prof.														
Baseball		1					1						2	2.8
Bank							1						1	1.4
Total	5	14	3	9	6	5	7	7	2	7	1	4	71	100.0

Retail establishments offered the greatest opportunities for employment for graduates in their third positions, just as was true in the case of the type of employer in their second positions, for of the 71 graduates in this group, 20, or 28.2 per cent, were employed by

some retail firm. Construction, wholesale, and transportation companies, and the Government service followed in that order.

Length of Employment of Graduates in Third Positions

Table XIX shows the length of the employment of the graduates in their third positions.

TABLE XIX

Length of Employment of Graduates in Third Positions

	1-6 mos.	6 mo. 1 yr.	1-2 yrs.	2-3 yrs.	3-4 yrs.	4-5 yrs.	5-6 yrs.	Total
Jan. '35	1		1	1	1		1	5
June '35	1	6	6		1			14
Jan. '36		1	1	1				3
June '36	5	2	2					9
Jan. '37	2		3	1				6
June '37	2	2	1					5
Jan. '38	4	2	1	1				8
June '38	3	3	1					7
Jan. '39	1	1						2
June '39	4	2	1					7
Jan. '40	1							1
June '40	2	2						4
Total	26	21	17	4	2		1	71
Per cent	36.6	29.6	24.0	5.6	2.8		1.4	100

More than one-third of the 71 graduates included in Table XIX remained in their third positions six months or less, but 21, or 29.6 per cent, remained from six months to one year, and 17, or 24.0 per cent, remained from one

to two years. Only seven remained more than two years, and only one longer than four years. The latter was employed as office manager and secretary to one of the leading legal firms in the city of Portland.

Salaries of Graduates in Third Positions

Table XX shows the salaries which the graduates received in their third positions.

TABLE XX

Salaries of Graduates in Third Positions

	Below \$50	\$51- 60	\$61- 70	\$71- 80	\$81- 90	\$91- 100	\$101- 120	\$121- 140	\$141- 160	Total
Jan. '35				1		1		3		5
June '35			1		1	2	5	4	1	14
Jan. '36					1		1	1		3
June '36		1	2	2		1		2	1	9
Jan. '37				1	1	1		2	\$250	6
June '37		1			3		1			5
Jan. '38				4	3	1				8
June '38	\$21	1			1		1	2	1	7
Jan. '39				1		1				2
June '39				4		1	1	1		7
Jan. '40									1	1
June '40			1		1			2		4
Total	1	3	4	13	11	8	9	17	5	71
Per cent	1.4	4.2	5.6	18.3	15.5	11.3	12.7	24.0	7.0	100

Reference to Table XX shows that the largest number of the graduates received salaries in their third positions between \$71 and \$80 per month. The only salary

below \$50 was that of an NYA worker, and the only salary above \$160 was that of the graduate mentioned in the discussion of the preceding table, that is, the office manager, and he received \$250 per month.

Type of Employment of Graduates in Fourth Positions

Table XXI shows that only 28 graduates held a fourth position before their present one.

TABLE XXI

Type of Employment of Graduates in Fourth Positions

	Jan. '35	June '35	Jan. '36	June '36	Jan. '37	June '37	Jan. '38	June '38	Jan. '39	June '39	Jan. '40	June '40	Total No.	%
Clerical	1			1			1	2				1	6	21.4
Constr.			1	2	1		1				1		6	21.4
Stenography					1	1	1		1				4	14.4
Bookkeeping		1		1	1								3	10.7
Delivery						1			1	1			3	10.7
Selling	1				1								2	7.1
Mechanic								1		1			2	7.1
Typist						1							1	3.6
Comm. Fish.								1					1	3.6
Total	2	1	1	4	4	3	3	4	2	2	1	1	28	100.0

Clerical and construction work both head the list of the type of employment in which the graduates were engaged in their fourth positions, with stenography second, and bookkeeping and delivery third.

It was found, in referring back to Tables V, IX, XIII, and XVII, showing the type of employment of the graduates in their various positions, that there seemed to be a definite pattern in the employment followed by the graduates. Clerical work ranked at the top in all the tables except in Table IX, showing the type of employment of the graduates in their first positions, in which table it was in second place. Construction work rose from eighth place in the list of first positions, Table IX, to the top in Table XXI. Moreover, it was second in Table V, showing the employment of the graduates at the present time. This would show that there has been a definite trend on the part of the graduates to enter into that type of work. This can be accounted for, in a measure, by the fact that there was a large increase in the amount of employment of that type a short time ago, and by the fact that, more recently, the defense industries have been expanding very rapidly. In addition, the salaries in that type of work are higher, and many of the graduates have undoubtedly been attracted into that type of work for that reason. Selling, which was at the top of the list of the first positions, showed a steady decrease until it ranked fourth in Table XXI, and fifth in Table V, the list of employment of the graduates at the present time.

Type of Employer of Graduates in Fourth Positions

The type of employer of the graduates in their fourth positions is found in Table XXII.

TABLE XXII

Type of Employer of Graduates in Fourth Positions

	Jan. '35	June '35	Jan. '36	June '36	Jan. '37	June '37	Jan. '38	June '38	Jan. '39	June '39	Jan. '40	June '40	Total No.	%
Transp.		1			1	2	1	1					6	21.4
Mfg.					1	1	1	1		1			5	17.7
Retail	2				1			1					4	14.4
Gov't			1	1			1					1	4	14.4
Constr.				2							1		3	10.7
Insurance				1					1				2	7.1
Service					1					1			2	7.1
Wholesale									1				1	3.6
Comm. Fish.								1					1	3.6
Total	2	1	1	4	4	3	3	4	2	2	1	1	28	100.0

Table XXII shows that of the 28 graduates who held a fourth position before their present one, the largest number, six, were employed by transportation companies, such as railroads, steamship companies, freight lines, etc. Manufacturing establishments, retail firms, the Government service, and construction companies followed in that order in the list of employers of the graduates in their fourth positions.

Length of Employment of Graduates in Fourth Positions

Table XXIII shows the length of the employment of the graduates in their fourth positions.

TABLE XXIII

Length of Employment of Graduates in Fourth Positions

	1-6 mos.	6 mo. 1 yr.	1-2 yrs.	2-3 yrs.	Total
Jan. '35	2				2
June '35			1		1
Jan. '36		1			1
June '36	3	1			4
Jan. '37	1	2		1	4
June '37	2		1		3
Jan. '38	2	1			3
June '38	2	1	1		4
Jan. '39	1	1			2
June '39	2				2
Jan. '40	1				1
June '40	1				1
Total	17	7	3	1	28
Per cent	60.7	25.0	10.7	3.6	100

A study of Table XXIII shows the same thing to be true of the length of the employment of the graduates in their fourth positions as have Tables VII, XI, XV, and XIX for the other positions, that is, the largest group of graduates remained in their positions between one and six months. Seven of the 28 graduates who had held fourth positions remained from six months to one year, and three

from one to two years. The only graduate in this group who remained more than two years was employed by a railroad company.

Salaries of Graduates in Fourth Positions

The salaries of the graduates in their fourth positions are shown in Table XXIV.

TABLE XXIV

Salaries of Graduates in Fourth Positions

	\$40- 50	\$51- 60	\$61- 70	\$71- 80	\$81- 90	\$ 91- 100	\$101- 120	\$121- 140	\$141- up	Total
Jan. '35	1						1			2
June '35								1		1
Jan. '36								1		1
June '36					1		1	1	\$225	4
Jan. '37						3			\$150	4
June '37						1		1	\$150	3
Jan. '38	2							1		3
June '38			1			1		1	\$175	4
Jan. '39						1		1		2
June '39					1		1			2
Jan. '40									\$180	1
June '40	1									1
Total	4		1		2	6	3	7	5	28
Per cent	14.5		3.6		7.1	21.4	10.7	25.0	17.7	100

Table XXIV shows that the salaries received by the graduates in their fourth positions ranged from \$40 to \$225. The former was found to be the salary of a clerical worker, and the latter of a welder.

Such a small number of the graduates had held as many as five, six, and seven positions between the time of their graduation from high school and their present positions that there was not enough value in showing the type of employment in which the graduates were engaged in those positions, the type of employer, the length of the employment, and the salaries received, by classes, to include tables showing this information, as was done in the case of the other positions held by the graduates.

The graduates who held the highest number of positions were not all graduates who had been out of school for the greatest length of time, for one member of the June 1940 class was one of those who had held six positions previous to their present ones, and the one student who had held as many as seven positions was a member of the January 1939 class.

Fifth Positions of Graduates

There were only 12 graduates who had held five positions before their present ones. Of this group, two were engaged in clerical work, two in selling, two as stenographers, two as bookkeepers, and one each in the fields of comptometer operator, meat packer, general office work, and fishing.

Retail firms and railroad companies each employed four of the graduates in this group, and an insurance company, a wholesale firm, the Government service, and commercial fishing each had one graduate.

One-half of the 12 graduates in this group remained in their fifth positions between one and six months, four remained between six months and one year, and two, between one and two years.

The salaries of the graduates in their fifth positions ranged from \$50, with one reporting that amount, to \$140, with only one reporting that. Five of the 12 received \$100, two, \$125, and one, \$75.

Sixth Positions of Graduates

Only five graduates had held as many as six positions before their present ones. Of these, three were employed as stenographers, one as a bank teller, and one as a clerical worker. Two were employed by railroad companies, one by a bank, one by a photographic studio, and one by a shipbuilding company.

Only one of these graduates, the one employed as a bank teller, held his sixth position for any length of time. He had remained in this position between four and five years. The other four graduates remained in their sixth positions between one and six months.

The lowest salary reported for this group was \$75, with two graduates receiving that amount, and the highest was \$140, with one reporting that. Of the remaining two graduates, one received \$100, and the other, \$124.

Seventh Positions of Graduates

Only one graduate reported that he had held seven positions before his present one. In that position he was employed as a general office worker in a retail firm at a salary of \$125 per month. He remained in that position only a short time, as he had in his previous ones. However, he was, at the time of the survey, employed under civil service, so that his days of short-term positions are probably over.

PART III

A study of the replies of the graduates in regard to the training which they took after graduation from high school was made in order to determine the type of schools they attended, the kind of courses they took, and the total length of enrollment of the graduates in that training.

Type of Schools Attended by Graduates

Table XXV shows the type of schools which the graduates attended in their additional training after their graduation from high school.

TABLE XXV

Type of Schools Attended by Graduates

	College	Night School	Busi. School	Other	Total
Jan. '35	7	3	2		12
June '35	2	6	1	3	12
Jan. '36	4	3	1	2	10
June '36	7	4	3	2	16
Jan. '37	3	4	2	2	11
June '37	4	4	4	1	13
Jan. '38	4	4		3	11
June '38	3	4	2	3	12
Jan. '39	1	3		4	8
June '39	8	5	3	2	18
Jan. '40	5	5	3	3	16
June '40	6	5	1	2	14
Total	54	50	22	27	153

Reference to Table XXV shows that of the 231 graduates who replied to the questionnaire, 54 had attended college or were enrolled at the time of the survey. Almost as many, 50, had taken some type of work at night schools, such as, the University of Oregon Extension Center in Portland, business colleges, and various trade and professional classes. A small number, 22, had attended business schools as regular students, all for short periods of time, and 27 had taken some other type of training, such as, defense-training classes, music, Red Cross, etc.

It was also found that more than one-half of the 231 graduates included in this study continued their education after graduation from high school, and that a number of them took more than one type of advanced training.

Type of Work Taken by Graduates in Additional Training

The type of work taken by the graduates in additional training is found in Table XXVI.

TABLE XXVI

Type of Work Taken by Graduates in Additional Training

	College	Book.	Short.	Typing	Other Comm. Tr.	Defense	Total
Jan. '35	10	2		1	2		15
June '35	3	5			1	3	12
Jan. '36	5	3			1	1	10
June '36	8	1	2	3	1	1	16
Jan. '37	3	2	1	2	4		12
June '37	9	7	2		3		21
Jan. '38	4	3	1		1	1	10
June '38	7	2	2	1	1	2	15
Jan. '39	4	1				2	7
June '39	6	9	5	2		1	23
Jan. '40	6	8	4	5	2		25
June '40	5	7	3	2		2	19
Total	70	50	20	16	16	13	185

It was found that, among those graduates continuing their education, more than one-half of them, 70, enrolled in some college courses. Since Table XXV showed that only 54 had been regularly enrolled in a college or university, 16, therefore, had taken such work at a night school. The majority of those who had taken college work indicated that they had enrolled either for a liberal arts course, for

business administration, or for other advanced business training. A large number, 50, took more bookkeeping, either of the review type or advanced accounting, and smaller numbers took work in shorthand, typing, and other commercial courses, such as the comptometer, commercial law, etc. Moreover, 13 graduates had taken training in some line of defense work, welding, sheet metal work, etc.

Length and Location of Enrollment of Graduates

Who Attended College

Table XXVII deals with the length and location of the enrollment of the graduates who attended college.

TABLE XXVII

Length and Location of Enrollment of Graduates Who Attended College

	Grad.	3 yrs.	2 yrs.	1 yr.	In Oregon	Outside Oregon	Both
Jan. '35	4		2	1	5	1	1
June '35			1	1	1	1	
Jan. '36			4		4		
June '36	3	2		2	5	1	1
Jan. '37	1	1		1	3		
June '37		2	1	1	3		1
Jan. '38		1	2	1	3	1	
June '38			1	2	2	1	
Jan. '39				1	1		
June '39		2	4	2	8		
Jan. '40			2	3	5		
June '40				6	5	1	
Total	8	8	17	21	45	6	3

Although the primary purpose of the curricula of the High School of Commerce is not college preparatory, it does offer that work which is required for entrance into almost all western colleges and universities. For that reason, it is interesting to note the large number of the graduates, 54, who attended college for at least one year. Table XXVII shows, moreover, that seven of the 54 who attended college graduated. The Chinese boy who had attended college continually since graduation from high school in January, 1935, was placed in the list of those who had graduated from college, for he had completed sufficient work to have done so. Of the eight who had attended college for three years, five were still enrolled at the time of the survey and were planning to graduate in 1942. Seventeen of the graduates in this group had attended college for two years, and 21 for one year.

Table XXVII also shows that 45 of the graduates who attended college had enrolled in some college or the university in Oregon, and three had enrolled both in Oregon and outside of Oregon.

Total Length of Enrollment of Graduates in
Additional Training

The total length of the enrollment of the graduates in the additional training which they took after graduation from high school is shown in Table XXVIII.

TABLE XXVIII

Total Length of Enrollment of Graduates in Additional Training

	1-3 mos.	3-6 mos.	6 mo. 1 yr.	1-2 yrs.	2-3 yrs.	3-4 yrs.	4-5 yrs.	5-6 yrs.	6-7 yrs.	Total
Jan. '35		1	1	2		3	1		1	9
June '35	1		1	4	2					8
Jan. '36		1		5	1					7
June '36	1	2	2	1	2	2	1	1		12
Jan. '37	3	1	4	1		1				10
June '37	1	3	3	5	2					14
Jan. '38		1	2	4	1	1				9
June '38	2	1	2	2	2					9
Jan. '39		2	3	2						7
June '39	1	5	3	5	3	1				18
Jan. '40	3	3	2	7						15
June '40	5	2	4	3						14
Total	17	22	27	41	13	8	2	1	1	132

The largest group of those graduates who took some kind of training after graduation from high school were enrolled over a period of from one to two years altogether. Twenty-seven were enrolled for a total period of from six months to one year, and 22, from three to six months. The

shortest period of training taken by any graduate was two weeks, "brush-up" work for a civil service examination, and the longest was seven years, again the case of the Chinese boy who had been a student continuously since his graduation from high school.

PART IV

In order to determine which of the business subjects offered at the High School of Commerce had proved of the most value to the graduates in their work, graduates were asked to rate in 1, 2, and 3 order those subjects which they had taken which had been of value to them and to check those subjects which they had not taken but for which they had felt a definite need. The graduates were also asked to indicate any subjects that are not offered at the High School of Commerce which they felt would have been of value to them in their work.

Business Subjects Rated First in Usefulness to Graduates

Table XXIX shows those business subjects which the graduates considered to have been of the most value to them in their work.

TABLE XXIX

Business Subjects Rated First in Usefulness to Graduates

	Typ.	Bk.	Off. Appl.	Busi. Eng.	Sh.	Off. Tr.	Fil.	Comm. Law	Total
Jan. '35	11	6			1				18
June '35	11	10	1	2		1			25
Jan. '36	2	6				2			10
June '36	5	6	1	2	1	1			16
Jan. '37	4	7	2	1					14
June '37	9	8	1						18
Jan. '38	10	5	2	1					18
June '38	12	6	1	1			1		21
Jan. '39	4	2		1	1	2		1	11
June '39	16	8		1	1				26
Jan. '40	15	8			1		1		25
June '40	18	4	2		2	1		1	28
Total	117	76	10	9	7	7	2	2	230
Per cent	50.9	33.7	4.3	4.0	3.0	3.0	.9	.9	100

The graduates felt that typing was the business subject taken in high school which had been of the most value to them in their work. Bookkeeping ranked second, and the other business subjects, office appliances, business English, shorthand, office training, and commercial law, were considered to be of primary value by small numbers of the graduates.

The graduate who had been in ill health since his graduation from high school was not included in Table XXIX, nor in Tables XXX, XXXI, XXXII, and XXXIII, which follow.

Business Subjects Rated Second in Usefulness to Graduates

Table XXX deals with those business subjects which the graduates rated second in usefulness to them in their work.

TABLE XXX

Business Subjects Rated Second in Usefulness to Graduates

	Typ.	Sh.	Bk.	Off. Appl.	Fil.	Off. Tr.	Busi. Eng.	Comm. Law	Total
Jan. '35	1	4	5	1	3	2	2		18
June '35	5	4	1	4	5	2		4	25
Jan. '36	5		3	2					10
June '36	6	1	1	2	1	2	2	1	16
Jan. '37	5	2	2				3	2	14
June '37	3	4	4	1	1	4	1		18
Jan. '38	3	3	4	6	1			1	18
June '38	3	5	5	4	2		1	1	21
Jan. '39	3	1	2	2			1	2	11
June '39	5	7	6	1	3	1	2	1	26
Jan. '40	4	2	4	5	3	4	2	1	25
June '40	4	7	3	5	3	4	1	1	28
Total	47	40	40	33	22	19	15	14	230
Per cent	20.4	17.4	17.4	14.3	9.6	8.3	6.5	6.1	100

Reference to Table XXX shows that the graduates were much more divided in regard to the business subject which they considered as being second in value to them in their

work than they were in their selection of that subject which had been of the most value. Typing again was placed first on the list, however, and shorthand and bookkeeping ranked equally in second place. Office appliances was third, and filing fourth. Office training, business English, and commercial law then followed in that order.

Business Subjects Rated Third in Usefulness to Graduates

Those business subjects which the graduates considered to be third in value to them in their work are shown in Table XXXI.

TABLE XXXI

Business Subjects Rated Third in Usefulness to Graduates

	Off. Appl.	Bk.	Fil.	Busi. Eng.	Typ.	Off. Tr.	Comm. Law	Sh.	Total
Jan. '35	5	3	3	5		1	1		18
June '35	5	5	2	4	4	4		1	25
Jan. '36	2	1	1	2	1		2	1	10
June '36	2	4	5	2	1	1		1	16
Jan. '37	2	2	3	2	2	2	1		14
June '37	4	4	1	2	3	2	1	1	18
Jan. '38	5	5	3	2	2	1			18
June '38	4	3	7	1	2	2	1	1	21
Jan. '39	1	3	2	2	1	1	1		11
June '39	4	5	6	2	4	3	1	1	26
Jan. '40	9	1	2	5	3	2	1	2	25
June '40	8	8	1	4	1	5	1		28
Total	51	44	36	33	24	24	10	8	230
Per cent	22.2	19.0	15.7	14.3	10.4	10.4	4.3	3.5	100

Table XXXI shows that the graduates were also somewhat divided in their opinions as to the subject which they considered to be third in the list of those business subjects that had been of the most value to them in their work. Office appliances headed the list, followed by bookkeeping, filing, business English, typing, and office training, in that order.

Business Subjects Not Taken That Would Have Been of
Value to the Graduates

Table XXXII shows the business subjects which the graduates had not taken that they felt would have been of value to them in their work.

TABLE XXXII

Business Subjects Not Taken That Would Have Been of
Value to Graduates

	Shorthand	Filing	Commercial Law	Business English
Jan. '35	8	3	2	3
June '35	10	3	1	1
Jan. '36	4	2	3	1
June '36	8	1	1	3
Jan. '37	7	4		1
June '37	5	1	2	3
Jan. '38	8	4	1	1
June '38	6	5	2	1
Jan. '39	7	1	1	1
June '39	6	1	1	
Jan. '40	8	3	2	1
June '40	8	6	4	2
Total	85	34	20	18

The above table shows that 85 of the graduates had found that shorthand would have been of great value to them in their work or in aiding them to secure better positions. The high school records of these graduates showed that 22 of the 85 had taken one term of shorthand

in high school but had failed and dropped the course. In some cases, the graduate had repeated the first term's work, but, failing again, had then dropped. Filing was second on the list of business courses that the graduates had not taken but for which they had felt a definite need, with 34 graduates checking that subject. Twenty of the graduates felt that commercial law would have been of value to them, and 18 had felt a need for business English.

Business Subjects Not Offered Which Would Have Been of
Value to the Graduates

Table XXXIII deals with those business subjects which are not offered at the High School of Commerce but which the graduates considered would have been of value to them in their work.

TABLE XXXIII

Business Subjects Not Offered Which Would Have Been of
Value to Graduates

	Jan. '35	June '35	Jan. '36	June '36	Jan. '37	June '37	Jan. '38	June '38	Jan. '39	June '39	Jan. '40	June '40	Total No.	%
Salesmanship	13	16	5	10	12	7	7	12	11	15	10	13	131	56.9
Merchandising	13	7	5	6	9	8	8	10	7	10	12	9	104	45.2
Advertising	9	8	4	6	8	4	7	3	5	13	7	10	84	36.5
Science	4	5	3	6	4	9	4	5	2	9	11	12	74	32.2
Foreign Lang.	3	3	2	4	2	5	4	2	2	8	12	10	57	24.8
Consumer Ed.	2	6	3	2	4	6	6	3	2	5	6	9	54	23.5
Public Speak.	1	1	1		2	2	1			1	7	5	21	9.1
Higher Math.		6	1			2	2			2	2		15	6.5
Credits and Collections										1	1		2	.9
Comm'l Art				1									1	.4
Busi. Manag.					1								1	.4
Transpor.						1							1	.4
Higher Acct.												1	1	.4

More than one-half of the graduates felt that salesmanship was a course which would have been of value to them in their work and that it would be desirable to include such a course in the curricula of the High School of

Commerce. Almost as many considered merchandising to be a valuable course to include. This is interesting in view of the fact that selling always ranked near the top of the list of the types of employment in which the graduates were engaged in their various positions. Several of the graduates stated, however, that a course in salesmanship, for example, would be of great value only if it were taught by someone in the field, that is, a salesman. Advertising, science, foreign languages, consumer education, public speaking, and more mathematics were also considered to be desirable courses for business students.

PART V

The graduates were asked to list their activities while in school, such as organizations, sports, student body, and others, and their activities at the present time, such as clubs, hobbies, sports, the newspapers and the magazines read, and others. From that material the following data were compiled in an attempt to determine to what extent the activities in school influenced the activities of the graduates at the present time, and to determine the interests of the graduates outside of their work.

Participation of Graduates in School Activities

Table XXXIV deals with the participation of the graduates in activities while in school.

TABLE XXXIV

Participation of Graduates in School Activities

	Organizations	Sports	Student Body	Other
Jan. '35	11	12	3	4
June '35	14	17	14	3
Jan. '36	9	8	4	
June '36	3	5	8	1
Jan. '37	6	9	7	
June '37	11	11	11	3
Jan. '38	8	12	8	1
June '38	6	11	9	2
Jan. '39	4	5	7	1
June '39	13	13	12	4
Jan. '40	10	13	12	2
June '40	16	16	11	5
Total	111	132	106	26
Per cent	48.1	57.1	45.9	11.2

More than one-half of the graduates, 57.1 per cent, had participated in some form of sports in school, and almost one-half, 48.1 per cent, had belonged to one or more organizations. A large number, 45.9 per cent, indicated that they had been active in student body affairs, and a small number, 11.2 per cent, had participated in various other activities, such as traffic and fire squad, band, glee, etc.

Interests of Graduates Outside of Work

Table XXXV shows the interests and activities of the graduates outside of their work at the present time.

TABLE XXXV

Interests of Graduates Outside of Work

	Clubs	Hobbies	Sports	Newspapers	Magazines	Other
Jan. '35	2	5	14	17	18	6
June '35	5	11	22	24	25	2
Jan. '36	2	7	6	9	10	3
June '36	4	7	13	15	16	4
Jan. '37	3	5	11	13	13	2
June '37	7	9	14	19	19	2
Jan. '38	6	3	15	15	14	4
June '38	3	6	13	13	14	5
Jan. '39	5	3	8	10	10	4
June '39	11	8	24	20	18	4
Jan. '40	5	11	18	21	15	5
June '40	5	9	17	22	20	5
Total	58	84	175	198	192	46
Per cent	25.1	36.3	75.7	85.7	83.1	20.0

Reference to Table XXXV shows that 85.7 per cent of the total number of the graduates replying to the questionnaire indicated that they read the daily newspapers. The Oregonian and the Oregon Journal were almost equally popular among the graduates, many of them listing both as being newspapers read, although a few stated frankly that their reading of the papers was mainly limited to the headlines, sports sections, and the comic pages. It was found also

that all of the graduates who were located outside of Oregon were regular readers of the daily newspapers of their respective localities.

A large number, 83.1 per cent, replied that they read at least one magazine regularly, many of them listing as many as five and six. It was felt that the responses of the graduates in regard to the types of magazines read was indicative of the fact that this group of young men would be considered average, if not above average, young American men, for they read the kinds of magazines which are generally considered to be of the better type. Life was the one most frequently listed. The Reader's Digest, Colliers, The Saturday Evening Post, Time, and Liberty all ranked very high on the list of magazines read. Also, ten graduates checked professional and trade magazines as being on their regular reading lists.

Further reference to Table XXXV shows that 75.7 per cent of the graduates participated in at least one form of sports, many of them listing a variety. Golf, tennis, skiing, bowling, fishing, and basketball were among those most frequently mentioned. A small group also indicated that although they themselves did not participate in any sport, they enjoyed watching from the grandstands.

Only 36.3 per cent of the graduates had hobbies of some kind, but their list of hobbies covered a wide field,

from collecting antiques to finger printing, with photography being a wide favorite.

Quite a number of the graduates, 25.1 per cent, were members of clubs of some kind--fraternal, business, athletic, etc., and 20 per cent indicated that they also had other interests, such as music, study, first aid, church, and miscellaneous.

Relationship Between Activities and Sports of Graduates in School and Later

The responses of the graduates regarding their activities in school and their interests outside of their work at the present time were studied in an attempt to determine what relationship, if any, existed between the two. Table XXXVI shows the results.

TABLE XXXVI
Relationship Between Activities and Sports of
Graduates in School and Later

	Total	
	No.	%
No sports in school but some later	68	29.4
Sports both in school and later, but unrelated	67	29.0
Sports both in school and later, related	42	18.2
Direct relationship between activities in school and later	35	15.2
No sports in school or later	33	14.3
Sports in school but none later	21	9.1
Total	231	100.0

A direct relationship between the activities in school and at the present time was found in the responses of only 35 graduates, or 15.2 per cent. This is not a high percentage, and one reason for it might be that the activities of the High School of Commerce are organized for the most part for the participation of girls rather than of boys because of the much larger proportion of girls enrolled.

In studying the question of sports, it was found that 33 graduates, or 14.3 per cent, participated in no form of sports either in school or at the present time. A small number, 21, or 9.1 per cent, indicated that, although they had been active to some extent in sports while in school, they did not participate in any at present. On the other hand, 68, or 29.4 per cent, who had not participated in any sport in school were active in that field after leaving school. A further study of the question of sports to determine what relationship existed between the kinds of sports participated in while in school and at the present time in the cases of the 109 graduates who had been and still were active in that field was made. Table XXXVI shows that there was no relationship at all in the cases of 67, whereas there was a direct relationship in the cases of 42.

PART VI

One of the purposes of this study is to determine what weaknesses exist in the present program of activities of the High School of Commerce, and what changes would be beneficial in the organization and methods of instruction in the classroom work. In order to secure this information, the graduates were asked to give their opinions regarding the activities, the kinds, their value, etc., and to give their criticisms and suggestions regarding the work done in the classroom.

Opinions of Graduates of Activities of the
High School of Commerce

The results of the study of the opinions of the graduates of the program of activities of the High School of Commerce are shown in Table XXXVII.

TABLE XXXVII

Opinions of Graduates of Activities of the
High School of Commerce

	Yes		No	
	No.	%	No.	%
More supervision by teachers of activities?	50	22	181	78
More school time for activities?	75	32	156	68
More cooperation by teachers in activities?	122	53	109	47
More social activities?	140	61	91	39
Enough different kinds of activities?	157	68	74	32
Enough activities to aid for better use of leisure time?	170	74	61	26
Enough freedom in choice of activities?	193	84	38	16
Enough activities to help you in your work?	194	84	37	16
Enough activities to help make you a better home member?	204	88	27	12
Enough opportunity for participation in school activities?	206	89	25	11
Enough activities to make you a better citizen?	212	92	19	8

The reactions of the graduates to the activities of the High School of Commerce were found, on the whole, to be very favorable toward the present system.

Table XXXVII shows that the one outstanding criticism which they made was in regard to the social activities, for a very large number, 140, felt that there should be more

social activities for the students, such as more dances. Many of these graduates indicated in their responses that this factor was one thing which would tend to increase the school spirit, a spirit considered somewhat lacking in the opinion of several. Another criticism made by a few was that there were far more activities provided for the girls than for the boys, which they conceded to be due to the greater proportion of girls in the student body, yet a drawback which they felt, nevertheless, could be remedied. Aside from this fact, most of the graduates felt that there were enough different kinds of activities and that there was sufficient opportunity for participation in those activities in school time.

On the other hand, a large number, 122, felt that the teachers should cooperate to a greater extent in the activities, although only 50 indicated that there was a need for more supervision on the part of the teachers of the various activities.

Only small percentages of the graduates felt that the program of activities did not include enough of those activities which would aid them in better use of their leisure time, help them in their work, and help them to become better home members and better citizens.

In response to the request to make further suggestions regarding the activities, a number of the graduates stated

that there should be greater effort made to encourage the students, particularly those in the lower terms, to participate in activities, and that there should be more clubs for hobby development, such as stamp and camera clubs. Another suggestion was that there should be some provision made for the boys who work after school to participate in activities. At the present time, as has been true in the past, all clubs meet after school hours. The organization of intramural sports as a means of getting more boys to participate in that activity was another suggestion.

Opinions of Graduates of Methods of Instruction

Table XXXVIII deals with the reactions of the graduates to the methods of instruction and the attitudes of the teachers at the High School of Commerce.

TABLE XXXVIII

Opinions of Graduates of Methods of Instruction

	Yes		No	
	No.	%	No.	%
Did you have sufficient help from your teachers in your work?	215	93	16	7
Did your class work help you to develop your initiative and judgment?	202	88	29	12
Did the type of work done in your classes prepare you sufficiently for your work later?	183	79	48	21
Did you have sufficient help from your teachers in choosing your subjects?	164	71	67	29
Did teachers have enough time for individual students?	123	53	108	47

Table XXXVIII shows that the graduates had no outstanding criticisms to make of the methods of instruction and the attitudes of the teachers at the High School of Commerce. Only 16 graduates felt that they had failed to receive sufficient help from their teachers in their high school work. On the other hand, 108 indicated that they had felt a need for the teachers to have more time for individual students. Some of the graduates, in replying

to this question, said that although they themselves had not suffered from lack of time on the part of teachers to devote to individual students, they felt, nevertheless, that this had been true in some cases. More guidance on the part of teachers was indicated as desirable in aiding the students to select subjects and to plan programs, for 67 graduates answered in the negative to the question, "Did you have sufficient help from your teachers in choosing your subjects?" Only 48 graduates felt that the type of work which they had done in their classes had failed to prepare them adequately for their later employment. That number is large enough, however, to indicate that there is room for improvement in the class work and that there is a need to go into this question more carefully and to ascertain just why the training failed to function efficiently for this group.

Only 29 graduates felt that their class work had failed to help them develop their initiative and judgment, to some degree at least.

Among the suggestions made by the graduates regarding the curricula of the High School of Commerce was that there should be more provision made to acquaint incoming freshmen with the various courses, subjects, activities, etc., so that there would be less shifting of subjects later on,

resulting frequently in loss of credits. Survey-type courses was one suggestion made to effect this.

A number of the graduates felt that an effort should be made to impress upon all students the need for knowledge of the subject, especially in the business subjects, rather than just the need for a passing grade in the subject. The need for shorthand was stressed by quite a number of the graduates, some of them even going so far as to say that it should be made compulsory. More practice in the advanced shorthand classes on the technical terms of various fields, insurance, legal, railroad, etc., also was considered to be highly desirable. Strangely enough, a number of the graduates felt that the periods and the length of the school day should be lengthened, and that it might be a good idea to make the training at the High School of Commerce a five-year course.

More direct contact by the teachers with the students on a friend-to-friend basis rather than on the instructor-to-student basis and more personal interviews with students, whether or not the students desired them, was also one of the suggestions. In order to secure this, some students stated that either the periods would have to be lengthened or the sizes of the classes numerically reduced, for the teachers do not have enough time for such interviews under the present system.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Summary

This study is based upon a survey which had for its purpose the determination of the value of the commercial training received by the boys at the High School of Commerce, Portland, Oregon.

A questionnaire was sent to all of the boys who were graduated from the High School of Commerce during the six-year period, 1935-1940, whose addresses were verified in the Portland city directory and in the telephone directory. At the end of two weeks, all of those graduates who had telephones were called to ascertain if they were still residing in the city and, if so, to ask them to return the questionnaire, and a follow-up postal card was sent to all of those who did not have telephones.

The boys who were graduated between the years 1935 to 1940 inclusive were selected as the subjects of the study because by the year 1935 conditions of employment were steadily improving. The year 1940 was selected as the final year to be included in the survey, for the boys who were graduated at that time had had sufficient time, a year and a half, in which to make the necessary adjustments after graduation from high school and to show some stability of employment.

There were a total of 413 boys who were graduated during this six-year period, 1935-1940. Sixty of these could not be located, and one was deceased. Although the addresses of 353 graduates were verified in the city directory, eight had moved after the publication of the directory and had left no forwarding addresses. A total of 231 replies, or about 65 per cent, were received.

A study of the location of the employment of the graduates showed that there is sufficient opportunity for the high school graduates with business training to secure employment in and near the city of Portland upon leaving high school and to advance to better positions through their training. Only 21 of the 174 graduates who were employed at the time of the survey were located away from Portland.

The returns of the graduates who were in military service at the time of the survey substantiated the statement that there is a demand in both the army and in the navy for men with some commercial training, and that there are better opportunities in the service for those with that type of training than there are for the average young men without it.

It was found that the number of positions held by those graduates who had not attended college ranged from one to eight, and that the number held by those who had

attended college ranged from one to five, with twelve graduates reporting that they had been in school continuously since finishing high school.

The study of the employment of the graduates showed that about 53 per cent of those who were employed at the time of the survey were engaged in work directly related to the commercial training received at the High School of Commerce, and that about 15 per cent were engaged in work in which that commercial training would be of value. Only one of the total number of graduates replying to the questionnaire was unemployed. These figures are high enough to enable one to conclude that commercial training is highly desirable for boys on the secondary level.

The fields of clerical, construction, bookkeeping, and secretarial work, and selling were found to be the fields in which the graduates found employment most frequently in their various positions. A definite pattern was found in the types of employment of the graduates from their first positions to their present ones, for the study of the employment of the graduates showed a trend on the part of the graduates to enter into some form of construction work in recent months. This trend, it was felt, was due to the increase in such employment because of the defense industries in and near Portland, and because of the higher salaries earned in such employment. However, clerical work

was found to be the most frequently mentioned in all of the lists of employment of the graduates in their various positions except in the case of their first positions, in which case, selling ranked first, and bookkeeping and secretarial work ranked near the top of the lists for all positions.

The largest groups of graduates, it was found, remained with their various positions for a period of from one to six months. The salary range of the graduates in their present positions is from \$70 to \$300, and in their first positions after leaving school was from \$30 to \$140.

Construction firms, transportation companies, such as railroads, freight lines, etc., the Government service, and retail, wholesale, and manufacturing firms were all found to offer excellent opportunities for employment for the high school graduates, for they all ranked high in the lists of employers of the graduates in their various positions.

The study of the replies of the graduates showed that more than one-half of them continued their education after finishing high school, and a number of them took more than one type of advanced training. Fifty-four had attended college or were enrolled at the time of the survey. It was found that there were not enough graduates who took further training in business schools to indicate that the training received at the High School of Commerce had failed to function efficiently, for only 22 graduates had attended

business colleges as regular students, all of them for short periods of time. Those who continued their business training enrolled, for the most part, for "brush-up" work and for advanced courses which it would not be practical to offer in a secondary school, even in one specializing in commercial work.

The business subjects found to be primarily useful to the graduates in their work were typing and bookkeeping, and the subjects found to be secondarily useful were typing, bookkeeping, shorthand, and office appliances. The business subjects ranked third in usefulness were office appliances, bookkeeping, filing, and business English. Shorthand, filing, commercial law, and business English were listed as subjects which the graduates had not taken but for which they had felt a need in their work. Courses in salesmanship, merchandising, advertising, science, foreign languages, and consumer education were considered by the graduates to be courses which would be desirable to include in the curriculum of a commercial high school.

The responses of the graduates concerning their interests outside of their work at the present time showed that they would compare favorably with any group of average young American men, for about 86 per cent of the total number of graduates included in the survey indicated that they read the daily newspapers regularly, and about 83 per cent

that they read at least one magazine regularly, many of them listing five and six. Ten graduates also included trade and professional magazines on their regular reading lists. The Oregonian and the Oregon Journal were read by almost equal numbers of the graduates, and Life, The Reader's Digest, The Saturday Evening Post, Time, and Liberty all ranked very high on the list of magazines read. It was found that about 76 per cent of the graduates participated in at least one form of sports, golf, tennis, skiing, bowling, fishing, and basketball being the most frequently mentioned. About one-third of the graduates indicated that they had a hobby of some kind, and one-fourth that they were members of clubs.

The study of the relationship between the activities of the graduates while in school and later showed that there was a direct relationship in the cases of only a small number of the graduates, about 15 per cent. One reason for this was concluded to be that the activities at the High School of Commerce are organized for the most part for the participation of girls rather than of boys. A study of the relationship between the sports of the graduates while in school and later showed that there was a direct relationship in the cases of about 18 per cent. Moreover, this same study showed that about 29 per cent of the graduates indicated that, although they had not

participated in any form of sports while in school, they did later.

One of the criticisms made by the graduates of the program of activities at the High School of Commerce was that there were not enough social activities for the students. They felt that this type of activity would also tend to increase the school spirit, an element considered to be somewhat lacking by several. A second criticism was that there were far more activities provided for the girls than for the boys, a condition brought about by the greater proportion of girls in the student body, yet one which could be remedied. Aside from these two criticisms, the graduates felt that there were enough different kinds of activities and that there was on the whole sufficient opportunity for participation in those activities in school time, although it was suggested that there should be some provision made for the boys who worked after school to participate in activities. Among the other suggestions made by the graduates for the improvement of the activity program was that there should be an effort made to encourage students to participate in the activities, that there should be more clubs for hobby development, and that an intramural sports program would be desirable as a means of getting more boys to participate in sports. A large number of the graduates felt that the teachers

should cooperate to a greater extent in the activities of the school, but only a small number felt that there was a need for more supervision on the part of the teachers of the activities.

One of the outstanding criticisms of the methods of instruction at the High School of Commerce was that the teachers did not have sufficient time for individual students. It was found that small numbers of the graduates felt that they had not received sufficient help from their teachers in choosing their subjects, and that the work they had done in their classes had failed to prepare them sufficiently for their later work. Among the suggestions made by the graduates in regard to the methods of instruction was that more provisions should be made to acquaint incoming freshmen with the curricula of the school, and that students should be made to realize the importance of securing a knowledge of the subject, particularly in the business subjects, rather than merely securing a passing grade in those subjects. It was also found that the students looked with favor upon more direct contact with the students by the teachers, on a friend-to-friend basis, rather than on the instructor-to-student basis.

Recommendations

On the basis of the information compiled in this study, it is believed that the following recommendations for the High School of Commerce are justified:

1. Boys in the secondary school should be advised to take commercial training, whether they are going directly into employment or into other activities.
2. Specialized training for the field of selling should be included in the curricula. Such training, however, should be given by people trained in that field.
3. The selection of the subjects necessary in preparation for college work should be given due consideration by the boys.
4. An effort should be made to guide the boys into the shorthand, filing, business English, and commercial law courses. The study of shorthand should be particularly emphasized.
5. More stress should be put on the type of sports that would carry over into the later lives of the boys.
6. Clubs should be provided for the development of hobbies which would also aid the boys in living more interesting and complete lives.
7. More social activities for boys should be included in the program.

8. Some provision should be made for the participation of those students in extra-curricular who are employed after school.

9. Students, especially those of the lower terms, should be encouraged to a greater extent to take part in the activities of the school.

10. There should also be more cooperation on the part of the teachers in the extra-activity program.

11. Some provision should be made so that teachers would have more time for individual students for personal interviews, etc.

12. Teachers should be made aware of the need for more guidance in helping students, both upon entering high school and while in school, to choose those subjects which best fit in with their abilities, their objectives, and their programs.

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APPENDICES

APPENDIX A
THE QUESTIONNAIRE

Type of work at present _____

If in U. S. Service, what type of work are you doing in the:

Army _____ Navy _____

Marine _____ Civil Service or other _____

Type of firm _____

Length of service in present position _____ Present salary _____

Type of position held first after graduation _____

Type of firm _____

Length of service in first position _____ Beginning salary _____

List positions held between first position and present position:

Type of position	Type of firm	Length of service								Av. mo. salary
		1-6 mo.	6 mo. 1 yr.	1-2 yr.	2-3 yr.	3-4 yr.	4-5 yr.	5-6 yr.	6-7 yr.	

Training beyond high school:

Name of school	Courses	Length of enrollment
College		
Business school		
Night school		
Other		

Rate in the first column those courses taken at Commerce that have proved to be of the most value to you in your work. Rate 1, 2, 3, in order of their value to you. Check in the second column those courses that you did not take that you feel would have been of value.

	Taken	Not taken
Typing		
Shorthand		
Bookkeeping		
Filing		
Office Tr.		
Office Appl.		
Busi. English		
Comm'l Law		

Indicate those activities in which you participated at Commerce.

	Name
Organizations	
Student Body	
Sports	
Other	

Check any of the following courses that are not offered at Commerce that you think would have been of help to you in your work.

Write in any not listed.

Salesmanship	
Merchandising	
Consumer Education	
Advertising	
Foreign Language	
Science	
Public Speaking	

Indicate your interests outside of your work at the present time.

	Name
Clubs	
Hobbies	
Sports	
Newspapers read	
Magazines read	
Other	

Indicate your opinion of the activities of the High School of Commerce by checking Yes or No to the following questions:

	Yes	No
Enough opportunity for participation in school activities?		
More school time for activities?		
More social activities?		
Enough freedom in choice of activities?		
Enough different kinds of activities?		
More supervision by teachers in activities?		
More cooperation by teachers in activities?		
Enough activities to aid for better use of leisure time?		
to help you in your work?		
to help make you a better home member?		
to help make you a better citizen?		
Other suggestions:		

Indicate your opinion of the methods of instruction and the attitudes of the teachers by checking Yes or No to the following questions:

	Yes	No
Did you have sufficient help from your teachers in your work?		
Did teachers have enough time for individual students?		
Did you have sufficient help from your teachers in choosing your subjects?		
Did the type of work done in your classes prepare you sufficiently for your work later?		
Did your class work help to develop your initiative and judgment?		
Other suggestions:		

APPENDIX B
THE LETTER OF TRANSMITTAL

Dear Graduate:

We are compiling some statistics regarding the boys who have been graduated from the High School of Commerce during the past six years to find how our curriculum is functioning and the type of employment our boys are obtaining.

If you will be kind enough to fill out the enclosed questionnaire and return to us at your earliest convenience, your cooperation will be very much appreciated. Any information you supply us will be regarded as strictly confidential.

Let's fill it out and mail it now before we forget!

Yours truly,

J. F. Elton
Principal

APPENDIX C
THE FOLLOW-UP POSTAL CARD

High School of Commerce
Portland, Oregon

Dear Graduate:

A few days ago we sent you a questionnaire in regard to your employment since graduation and to your opinion of certain phases of our curriculum.

As yet we have not received a reply from you, and we are very anxious to do so. Won't you sit down for just a minute now, fill it out, and mail it in the stamped addressed envelope which we enclosed for your use?

Thank you.

J. F. Elton
Principal