

EMPLOYER DEMANDS FOR HIGH SCHOOL LEAVERS

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EMPLOYER DEMANDS FOR HIGH SCHOOL LEAVERS

CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM. The high school student who plans to terminate his formal education at the high school level and seek a job in the community is often faced with a complicated and perplexing situation. There is seldom any written material to which he can turn to obtain information as to the type of employment available in the community for the high school leaver. Even if he has learned informally as to the job opportunities, he has little knowledge as to the requirements for these jobs as established by the employer. Therefore, the high school student who wishes to prepare himself so that he might be adequately trained for a job in the community has the need for a listing of job opportunities and the employers' requirement for these jobs.

PURPOSE OF THE STUDY. It is the purpose of this study to obtain information as to the employers' demands for the jobs that they have available for the high school leaver. It will provide a list of job opportunities and the requirements for these jobs as established by the employer. It is hoped that students who plan to work in the community will use this information so that they

might be better able to construct their courses of study in high school so as to be properly prepared for the occupations in which they are interested and which are available. It is also hoped that the information gained will aid students in making a more realistic choice of jobs if they wish to remain in the community. The student will have available information as to the duties of the job, and the employers' demands. This information should aid the student in deciding whether or not he is qualified for, or has the interest in, any of the jobs contained in the study.

This study will also attempt to gain information as to personal requirements that should be developed by the student. He will be able to determine to what extent employers are concerned about personality traits and habits such as punctuality, cleanliness and good-grooming.

This study will, in addition, present an opportunity to evaluate the curriculum as to its ability to supply the student with the necessary background so that he might qualify as an employee in his chosen local occupation. Employers were questioned as to weaknesses and strong points of those they have employed in the past. This information should point out the need for corrective measures in the areas noted by a number of employers.

LOCATION OF THE STUDY. The location of this study is Hillsboro, Oregon. Hillsboro is the county seat of Washington county, and is just outside the metropolitan area of Portland. The community has the average business establishments of a city of 5,000 population.

Washington county is a rich agricultural section and many of the businesses in Hillsboro cater to the desires of a farming community. Feed and grain supply houses and farm implement shops are numerous. The largest industry in the town is a frozen food processing plant. Aside from this plant, there are no large industries hiring a great number of people.

Because of the agricultural nature of the county, some of the jobs available are of a seasonal type. However, most of these jobs are connected with the processing of farm produce and are filled by people who desire part-time employment only.

THE METHODS EMPLOYED IN THE STUDY. The information in this study has been obtained from the employers of Hillsboro. They were contacted for a personal interview, at which time the purpose of the study was explained. The interviewer and the employer then went over the questionnaire together so that the meaning of each question would be clear to the employer.

It should be pointed out that although there is included in the study a description of the job as supplied by the employer, this was done only to supplement and clarify the job requirements as given by the employer. The description is not meant to be a job analysis.

DEFINITION OF TERMS. There are several terms used in this study which should be defined in order to clarify the results.

Certain terms were used in the study to determine the personality traits that were necessary from the standpoint of the employer. The definitions given here are the definitions as understood by the interviewer and the employer.

There could be justifiable criticism that these terms have shades in meaning and that they are names of actions which are based on fundamental aspects of personality. However, it was felt that in asking questions of people to whom these terms are commonly known, and by whom the terms are commonly used, their use would be valid if definitions were carefully clarified. L. J. Bruekner (1, p.591) says:

For purposes of practical intercourse and ready use we will doubtless continue to use the common trait names found in all popular discussions, rating cards, and checklists, and hallowed by long usage. As shown earlier, such use can be made highly reliable when definition

is clear and judges trained. The fact that such trait designations are probably not valid at all does not detract from carefully controlled, practical use. It is important, however, that every one fully understands what is being done in so using these common and technically unjustified terms.

The chief emphasis in all this is on definition. We must define sharply and know whereof we speak.

The term "school-leaver" as used throughout this study refers to either a graduate of high school or a pupil who terminates his education before graduation.

Initiative: Ability to move from one task to another without direction from a superior.

Ability to assume responsibility: Desire and ability to direct the carrying out of a task and the willingness to assume the responsibility for its outcome.

Conscientiousness: Aware of the value of the job performed and attempts to carry out the task to the best of his ability.

Sense of humor: Place events in their proper perspective; inclined to look on the brighter side.

Punctuality: The characteristic of being prompt.

Accuracy: Quality of freedom from mistake or error.

Cooperativeness: Respect for another's point of view; the ability and willingness to try to understand the present position, status and motives of the other person.

Enthusiasm: Ability and willingness to become absorbed in one's work.

Industriousness: Sustained application; capacity for hard work.

Likeableness: Pleasing personality, friendly.

Loyalty: A sense of duty.

Poise: Stability, sense of dignity, being at ease in all situations.

Reliability: Carrying out tasks as directed.

Sociability: Inclination to companionship with others, friendly, affable.

Thoroughness: Carrying a job through, exact and careful about details.

Adaptability: Ability to adjust readily to changing situations.

Courtesy: Politeness, being aware of social amenities.

Honesty: A sense of property rights.

CHAPTER II

RELATED STUDIES

Investigation of employers' demands for jobs available to leavers of the secondary schools seems to be much more limited than similar studies pertaining to college graduates.

One of the most extensive studies was conducted in Virginia by Leonard M. Miller (4). The study consisted of a state-wide study of employers, of whom 1157 employed graduates and 388 employed drop-outs. These 1545 employers were asked their opinion as to what the schools should emphasize.

These employers listed three areas as being important factors in gaining employment. In order of importance they were: (1) Desirable personal characteristics, (2) training and (3) previous work experience.

The following seven desirable personal characteristics were listed in this order of importance (4, p.93):

1. Reliability
2. Cooperativeness
3. Truthfulness
4. Ability to use figures accurately and rapidly
5. Punctuality

6. Courtesy

7. Ability to write plainly and correctly

In the academic area the courses most desired were listed in the following order (4, p.93):

1. Business subjects

2. English

3. Mathematics

4. Industrial arts

5. Personnel management

Miller (4, p.94) draws this conclusion from his study:

Employers of former students placed higher value upon acquiring desirable personality and character traits than they did upon training in subject matter fields.

Dr. Elizabeth Lanham (3) of the College of Business Administration of the University of Texas believes that employers are looking for people who have a background of general information and attitudes on the basis of which business can train an employee.

Generally business is prepared and expects to give on-the-job training to its employees... technicians come from college...these routine positions require steady industriousness and well adjusted individuals who have had an opportunity to get as broad a general background as possible...Business needs employees with more than just typing, shorthand and other similar skills (3, p.252).

She feels that the interviewer for a position looks

for these things in this order of importance (3, p.252):

1. Good personal qualifications, i.e., dependable, loyal, courteous, willing to work, ready to cooperate and possessed of good personal habits.
2. Four years of training in English.
3. Thorough knowledge of basic arithmetic.
4. General business training.
5. Basic economic facts.
6. Background in government and civics.
7. Skill subjects (typing, shorthand, etc.).
8. Cultural subjects.

Saul Block (2) interviewed the personnel managers of 13 companies in New York City to get their appraisal of high school graduates. He asked general questions about some of the items that are covered in this study. The first question had to do with the commercial abilities expected of high school graduates. The employers gave these responses (2, p.46):

1. Should be able to do simple arithmetic, mental as well as written.
2. Should know how to spell commonly used words.
3. Should know the meaning of words most frequently used in business.
4. Should be able to read and comprehend the usual incoming letter and thus know to what department it should go.

The second question asked the employers what skills they would want the high school graduate to have. Their

answers were (2, pp.46, 47):

1. Everybody know how to type.
2. Everybody know how to use an adding machine.
3. Students should know how to use some of the most common business machines.

Block next asked, "In what personal traits do you find them lacking?" The employers consistently gave these responses (2, pp.47, 48):

1. All stated that with rare exception do they ever find a boy or girl who is willing to give a dollar plus for every dollar received.
2. All state that too many high school graduates cannot get along with their fellow workers.
3. Most claimed that too many high school graduates resent authority and do not take kindly to criticism.
4. All stated that very few high school graduates can be trusted to do detail work.
5. Some stated that the average high school graduate cannot be relied upon to represent the firm to the public because he or she has never been taught the need for, or value of, good public relations.
6. Everybody stated that the average high school graduate, particularly male, does not know how to dress properly.
7. Nobody wanted boys or girls who would be satisfied with their lot.

The last question asked by Block dealt with complaints of the employers. Here again he made the statement that their complaints were very consistent (2, pp.48, 49).

1. Most high school graduates are very poor in arithmetical functions.
2. Many do not know how to use a dictionary or how to spell.
3. Not enough boys know how to type.
4. Girls want to be movie version "secretaries" rather than stenographers.
5. Telephone manners are woefully poor and inadequate.
6. Many lack interest in their work. Very few show an interest in the employer's need for adequate job performance.

The research done in the field of employer demands seems to be consistent in pointing out that employers are very concerned about the personal traits and characteristics in the young people they wish to hire. In the academic area the subject matter fields of English and mathematics are the two in which they are most vitally interested.

The study of the demands of the Hillsboro employers is designed to measure their opinions on personal traits and on academic background. The data obtained will be analyzed to see if the employers in Hillsboro place emphasis as do employers elsewhere.

CHAPTER III

THE STUDY

The information obtained from the employers as to the requirements for the job available has been organized so that this information is indicated for each of the different types of jobs.

The compiled data on each type of job begins with a description of the job. Wherever possible the job descriptions as given in the Dictionary of Occupation Titles, Part I were used. These definitions have been modified if the employer had items to add or delete. Following the job description there is a statement as to the amount of general education required or preferred by the employers.

The first table drawn from the data is designed to show the course of study deemed desirable or essential by the employers for this particular job. This table is followed by a second one showing the personal traits looked for by the employer. Each employer chose four from a list and placed them in order of importance.

The next table shows the personality traits as listed by the employers. The employer was asked to choose five that in his opinion were most vital for his employee to possess. Following these tables there is a

compilation of the employer's general requirements including age, sex, previous work experience, and physical requirements.

The above information is supplied for each of the jobs surveyed. Following the data for each job there are tables showing the employer demands for all jobs compiled together.

Part II of this chapter is a similar study of available jobs that require apprenticeship training. The data are handled in a somewhat different manner due to certain limitations as to available information. A fuller explanation is made in the introduction to Part II.

Part III of this chapter is a compilation of the second phase of the study. Employers were asked to state the general weaknesses and strong points of their employees, and to suggest additional courses that might be added to the secondary school curriculum.

PART IREQUIREMENTS FOR INDIVIDUAL JOBS

SALESPERSON, GENERAL. The following job description applies in general to each of the selling jobs. More specific details will be given for each of the various types of selling jobs.

Job description. Displays, explains, and sells merchandise to customers on sales floor:

1. ascertains make, type, size or design, and quantity of merchandise ordered by customer and approximate price customer is willing to pay;
2. displays merchandise and assists customer to make a selection by suggestions and explanations; emphasizes the chief selling point of the article, be it quality, style, durability, popularity, utility, taste, appearance, freshness, or price; may tell or show the customer how to use the article;
3. writes out sales slip or fills out a sales contract for the customer's signature;
4. receives payment or secures credit authorization, and gives wrapped article to customer or arranges for its delivery;
5. cares for stock on sales floor, placing new merchandise on shelves, racks, or stands, keeping stock

orderly and dusted during the day, requisitioning replacements from stockroom as necessary or informing buyer or department head of shortages as they occur, and covering stock or removing it from counter at night;

6. writes out accommodation slip when customer returns merchandise for alteration or repair, indicating disposition of the merchandise;

7. takes periodic inventories of stock.

SALESPERSON, RETAIL DRYGOOD AND CLOTHING.

Job description. Performs duties as listed under salesperson, general, and, in addition, advises customer concerning prevailing styles and personal suitability of garments; answers questions relative to texture or design of garment; selects standard-sized garment nearest to customer's measurements; calls garment fitter if necessary and assists in recording alterations on alteration tag. May advise customer concerning correct clothing for any social function or designated purpose.

General education required. All employers interviewed indicated that the job requires a high school graduate. Forty per cent indicated that one to two years of college experience would be desirable.

Recommended academic background. The employers

interviewed indicated that the courses shown in Table I should be, if possible, included in the course of study.

Personal traits. The employers were asked: "Which of the following do you look for when you hire someone for this position? List your first four in order of importance." Table II shows their answers. The column headed by "number" indicates the number of employers. The column headed "%" indicates what portion this number is of the total interviewed.

Personality traits. When asked to check five personality traits necessary to do the job, those interviewed gave the answers as presented in Table III. The numbers and percentages refer to the number checking the trait and the percentage that number is of the total interviewed.

General requirements.

1. Sex requirement. Unless the store is specifically a men's or a ladies' clothing store, the sex can be either.

2. Age requirement. Eighty per cent indicated that the minimum age requirement would be 18. 20 per cent stated that the age should be 19.

3. Previous work experience. Again 80 per cent stated that no previous work experience was a necessary requirement for the job. The 20 per cent that did indicate that previous work experience was necessary said that

TABLE I
RECOMMENDED ACADEMIC BACKGROUND --
SALESPERSON, RETAIL DRYGOOD AND CLOTHING

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
English	5	100			General Mathematics	5	100		
Oral English	1	20	2	40	Algebra			1	20
Oral Expression			2	40	Geometry				
Journalism			3	60	Trigonometry				
Dramatics					General Science				
Social Science	1	20	1	20	Biology				
American History, Civics					Physics				
Socio-Economics	1	20	2	40	Chemistry				
World History					Agriculture				
Latin					Shop Woodwork				

TABLE I (Continued)

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
Spanish					Home Economics	1	20	1	20
Bookkeeping	2	40			Art			3	60
Typing			1	20	Band				
Shorthand					Vocal Music				
Commercial Arithmetic			3	60	Music Appreciation				
Commercial Law			1	20	Driver Training				

TABLE II

ORDER OF IMPORTANCE OF PERSONAL TRAITS --
SALESPERSON, RETAIL DRYGOOD AND CLOTHING

SUBJECT	ORDER OF IMPORTANCE							
	1 No.	%	2 No.	%	3 No.	%	4 No.	%
Appearance	3	60	2	30				
Personality	2	40	1	20	1	20	1	20
Uses of good English					2	40		
Amount of formal education								
Quality of work done in school								
Willingness to work			3	60	1	20	1	20
Do not look for anything in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.								
Ability to perform everyday arithmetic								
Ability to size up a situation and do the proper thing					1	20		
Check any previous work experience and references							1	20

TABLE III
MOST IMPORTANT PERSONALITY TRAITS --
SALESPERSON, RETAIL DRYGOOD AND CLOTHING

PERSONALITY TRAIT	DESIRABLE No.	%	PERSONALITY TRAIT	DESIRABLE No.	%
Initiative	2	40	Likeableness		
Ability to assume responsibility	3	60	Loyalty		
Conscientiousness	1	20	Poise		
Sense of humor			Reliability	1	20
Punctuality	3	60	Sociability		
Accuracy	1	20	Thoroughness		
Cooperativeness	3	60	Adaptability		
Enthusiasm	1	20	Courtesy	4	80
Industriousness	2	40	Honesty	3	60

part time work would suffice.

4. Special physical requirements. None indicated that the job required any special physical requirements other than normal health.

SALESPERSON, GROCERY.

Job description. Performs duties as described under salesperson, general, as these duties would pertain to items stocked in a grocery store. If the store has a

delivery service, operating the delivery truck may be part of the job.

General education required. Two of the employers interviewed stated that the job would require a high school graduate, one would prefer a high school graduate.

Recommended academic background. The following table shows the academic background recommended by the employers.

Personal traits. The employers were asked: "Which of the following do you look for when you hire someone for this position? List your first four in order of importance." Table V shows their answers. The column headed by "number" indicates the number of employers. The column headed "%" indicates what portion this number is of the total interviewed.

TABLE IV
RECOMMENDED ACADEMIC BACKGROUND --
SALESPERSON, GROCERY

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
English	3	100			General Mathematics	2	66	1	33
Oral English	1	33	1	33	Algebra	1	33		
Oral Expression	1	33	1	33	Geometry	1	33		
Journalism			1	33	Trigonometry				
Dramatics					General Science				
Social Science					Biology	1	33		
American History	1	33			Physics	1	33		
Socio-Economics	1	33	1	33	Chemistry			1	33
World History					Agriculture			1	33
Latin					Home Economics			1	33

TABLE IV (Continued)

COURSE		ESSENTIAL		DESIRABLE		COURSE		ESSENTIAL		DESIRABLE	
		No.	%	No.	%			No.	%	No.	%
Spanish						Shop-Woodwork					
Bookkeeping		3	100			Art					
Typing		1	33			Band					
Shorthand						Vocal Music					
Commercial						Music Appreciation					
Arithmetic		1	33	1	33						
Commercial Law		1	33	2	66	Driver Training		2	66		

TABLE V
ORDER OF IMPORTANCE OF PERSONAL TRAITS --
SALESPERSON, GROCERY

SUBJECT	ORDER OF IMPORTANCE							
	1 No.	%	2 No.	%	3 No.	%	4 No.	%
Appearance			2	66				
Personality	1	33						
Uses good English					1	33	1	33
Amount of formal education								
Quality of work done in school								
Willingness to work					1	33	1	33
Do not look for anything in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.								
Ability to perform every day arithmetic								
Family background	1	33						
Interest in this type of work	1	33						

Personality traits. When asked to check five personality traits necessary to do the job, those interviewed gave the answers that appear in Table VI. The number and percentages refer to the number checking the trait and the percentage that number is of the total interviewed.

TABLE VI
MOST IMPORTANT PERSONALITY TRAITS --
SALESPERSON, GROCERY

PERSONALITY TRAIT	DESIRABLE No.	%	PERSONALITY TRAIT	DESIRABLE No.	%
Initiative	2	66	Likeableness		
Ability to as- sume responsibility			Loyalty	1	33
Conscientiousness			Poise		
Sense of humor	1	33	Reliability		
Punctuality	1	33	Sociability		
Accuracy	2	66	Thoroughness		
Cooperativeness	1	33	Adaptability	1	33
Enthusiasm			Courtesy	3	100
Industriousness			Honesty	3	100

General requirements.

1. Sex requirement. One employer indicated male; two indicated either.
2. Age requirement. All indicated that the minimum age requirement would be 18.
3. Previous work experience. All indicated that previous work experience would not be a requirement for the job.

4. Special physical requirements. The only special physical requirement would be the ability to do lifting.

SALESPERSON, HOME FURNISHINGS.

Job description. The employee with no experience starting in the home furnishing business would, in all cases interviewed, begin as a helper in the warehouse and would deliver purchases. The warehouse job would entail receiving items and preparing them for display on the floor; packing and preparing purchases for delivery. While performing these duties the employee would be trained as a salesman.

The duties of the salesperson are as described under salesperson, general.

General education required. One of the employers interviewed would require a high school graduate for the job. Two would prefer that the employee be a high school graduate. One stated that one or two years of college training would be desirable.

Recommended academic background. The employers checked the courses appearing in Table VII as essential or desirable. These courses are background for a salesperson, it being assumed that the person beginning as a helper in the warehouse would advance to that position.

TABLE VII
RECOMMENDED ACADEMIC BACKGROUND --
SALESPERSON, HOME FURNISHINGS

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
English	3	100			General Mathematics	3	100		
Oral English	3	100			Algebra	1	33		
Oral Expression	1	33	1	33	Geometry			1	33
Journalism					Trigonometry			1	33
Dramatics					General Science			2	66
Social Science			2	66	Biology				
American History	2	66	1	33	Physics			1	33
Socio-Economics			2	66	Chemistry				
World History					Agriculture	1	33	1	33
Latin			1	33	Home Economics			1	33

TABLE VII (Continued)

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
Spanish					Shop-Woodwork			1	33
Bookkeeping			2	66	Art			1	33
Typing			2	66	Band				
Shorthand					Vocal Music				
Commercial Arithmetic			2	66	Music Appreciation				
Commercial Law			2	66	Driver Training			2	66

Personal traits. The employers were asked: "Which of the following do you look for when you hire someone for this position? List the first four in order of importance." The following table shows their answers. The column headed by "number" indicates the number of employers. The column headed "%" indicates what portion this number is of the total interviewed.

TABLE VIII

ORDER OF IMPORTANCE OF PERSONALITY TRAITS --
SALESPERSON, HOME FURNISHINGS

SUBJECT	ORDER OF IMPORTANCE							
	1 No.	%	2 No.	%	3 No.	%	4 No.	%
Appearance	1	33	1	33	1	33		
Personality			2	66	1	33		
Uses good English					1	33		
Amount of formal education							3	100
Quality of work done in school								
Willingness to work	2	66						
Do not look for anything in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.								
Ability to perform everyday arithmetic								

Personality traits. When asked to check five personality traits necessary to do the job, those interviewed gave the answers appearing in Table IX. The numbers and percentages refer to the number checking the trait and the percentage that number is of the total interviewed.

TABLE IX

MOST IMPORTANT PERSONALITY TRAITS --
SALESPERSON, HOME FURNISHINGS

PERSONALITY TRAIT	DESIRABLE No.	PERSONALITY TRAIT	DESIRABLE No.
	%		%
Initiative	2 66	Likeableness	
Ability to assume responsibility		Loyalty	
Conscientiousness	3 100	Poise	
Sense of humor	1 33	Reliability	2 66
Punctuality		Sociability	
Accuracy	1 33	Thoroughness	
Cooperativeness		Adaptability	
Enthusiasm	1 33	Courtesy	2 66
Industriousness	1 33	Honesty	3 100

General requirements.

1. Sex requirement. Two employers stated that the sex should be male. One would employ either.

2. Age requirement. All stated that the minimum age for employment would be 18.

3. Previous work experience. None require previous work experience.

4. Special physical requirements. None specified that any special physical requirements were required by the job.

SALESPERSON, AUTOMOBILE PARTS

Job description. Sells automobile parts, performing duties as described under salesperson, general, and, in addition, fills requisitions of service department for parts; gives information concerning specific parts to customer, using catalogs as source of information; examines defective parts returned by customers to determine cause of defect for the purpose of making replacements or refund; returns defective parts to factory; marks and stores parts in stockroom according to prearranged plan.

General education required. Both employers stated that the job would require a high school graduate.

Recommended academic background. The following table shows the academic background recommended by the two employers having job opportunities in this field.

TABLE X
RECOMMENDED ACADEMIC BACKGROUND --
SALESPERSON, AUTOMOBILE PARTS

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
English	2	100			General Mathematics	2	100		
Oral English	1	50	1	50	Algebra			2	100
Oral Expression	1	50	1	50	Geometry			1	50
Journalism					Trigonometry			1	50
Dramatics					General Science			1	50
Social Science			1	50	Biology				
American History			2	100	Physics	1	50	1	50
Socio-Economics					Chemistry				
World History					Agriculture				
Latin					Home Economics				

TABLE X (Continued)

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
Spanish					Shop-Woodwork				
Bookkeeping	1	50			Art				
Typing	1	50	1	50	Band				
Shorthand					Vocal Music				
Commercial Arithmetic	2	100			Music Appreciation				
Commercial Law					Driver Training	1	50		

Personal traits. The employers were asked: "Which of the following do you look for when you hire someone for this position?" "List your first four in order of importance." The following table shows their answers. The column headed by "number" indicates the number of employers. The column headed "%" indicates what portion this number is of the total interviewed.

TABLE XI

ORDER OF IMPORTANCE OF PERSONAL TRAITS --
SALESPERSON, AUTOMOBILE PARTS

SUBJECT	ORDER OF IMPORTANCE							
	1 No.	%	2 No.	%	3 No.	%	4 No.	%
Appearance			1	50			1	50
Personality			1	50				
Uses good English								
Amount of formal education								
Quality of work done in school					1	50		
Willingness to work	2	100						
Do not look for anything in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.								
Ability to perform everyday arithmetic					1	50	1	50

Personality traits. When asked to check five personality traits necessary to do the job, those interviewed gave the answers found in Table XII. The numbers and percentages refer to the number checking the trait and the percentage that number is of the total interviewed.

TABLE XII

MOST IMPORTANT PERSONALITY TRAITS --
SALESPERSON, AUTOMOBILE PARTS

PERSONALITY TRAIT DESIRABLE			PERSONALITY TRAIT DESIRABLE		
	No.	%		No.	%
Initiative	1	50	Likeableness		
Ability to assume responsibility	1	50	Loyalty		
Conscientiousness			Poise		
Sense of humor			Reliability	1	50
Punctuality	1	50	Thoroughness		
Accuracy	1	50	Adaptability		
Cooperativeness	1	50	Courtesy	1	50
Enthusiasm			Honesty	1	50
Industriousness	1	50	Sociability	1	50

General requirements.

1. Sex requirement. Both employers stated that the sex required is male.

2. Age requirement. One employer said that the

minimum age should be 16. The other would require the minimum age to be 18.

3.. Previous work experience. Neither indicated that previous experience would be a necessary requirement for the job.

4. Special physical requirements. It was emphasized by the employers that the job entailed some light lifting, that it would be necessary to be on one's feet all day and that good eyesight would be necessary.

SALESPERSON, VARIETY

Job description. Performs duties as described under salesperson, general, as these duties would pertain to items sold by a variety store.

General education required. All employers stated that they would require that the employee be a high school graduate in order to qualify for the job.

Recommended academic background. The following table shows the academic background recommended by the employers interviewed.

TABLE XIII

RECOMMENDED ACADEMIC BACKGROUND --
SALESPERSON, VARIETY

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
English	3	100			General Mathematics	3	100		
Oral English	3	100			Algebra				
Oral Expression	2	66			Geometry				
Journalish			1	33	Trigonometry				
Dramatics			2	66	General Science			2	66
Social Science	2	66			Biology				
American History					Physics			1	33
Socio-Economics			1	33	Chemistry			1	33
World History			1	33	Agriculture			1	33
Latin					Home Economics				

TABLE XIII (Continued)

COURSE		ESSENTIAL		DESIRABLE		COURSE		ESSENTIAL		DESIRABLE	
		No.	%	No.	%			No.	%	No.	%
Spanish						Shop-Woodwork					
Bookkeeping				1	33	Art				1	33
Typing				2	66	Band					
Shorthand				1	33	Vocal Music					
Commercial Arithmetic	1	33		1	33	Music Appreciation					
Commercial Law						Driver Training					

Personal traits. The employers were asked: "Which of the following do you look for when you hire someone for this position? List your first four in order of importance." The following table shows their answers. The column headed by "number" indicates the number of employers. The column headed "%" indicates what portion this number is of the total interviewed.

TABLE XIV

ORDER OF IMPORTANCE OF PERSONAL TRAITS --
SALESPERSON, VARIETY

SUBJECT	ORDER OF IMPORTANCE							
	1		2		3		4	
	No.	%	No.	%	No.	%	No.	%
Appearance	1	33	2	66				
Personality			1	33	2	66		
Uses good English							2	66
Amount of formal education								
Quality of work done in school								
Willingness to work	2	66			1	33		
Do not look for anything in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.								
Ability to perform everyday arithmetic								

Personality traits. When asked to check five personality traits necessary to do the job, those interviewed gave the answers appearing in Table XV. The numbers and percentages refer to the number checking the trait and the percentage that number is of the total interviewed.

TABLE XV

MOST IMPORTANT PERSONALITY TRAITS --
SALESPERSON, VARIETY

PERSONALITY TRAIT DESIRABLE		PERSONALITY TRAIT DESIRABLE	
No.	%	No.	%
Initiative		Likeableness	
Ability to assume responsibility		Loyalty	1 33
Conscientiousness	2 66	Poise	
Sense of humor		Reliability	2 66
Punctuality	1 33	Sociability	
Accuracy	2 66	Thoroughness	
Cooperativeness	1 33	Adaptability	1 33
Enthusiasm	1 33	Appearance	1 33
Industriousness		Courtesy	
		Honesty	3 100

General requirements.

1. Sex requirements. Two of the employers indicated that the sex should be female; one indicated either.

2. Age requirement. Each had a different minimum age: 16, 17 and 18.

3. Previous work experience. None felt that previous experience was a necessary requirement for the job.

4. Special physical requirements. One employer stated that the job included some lifting.

AUTO MECHANIC APPRENTICE

Job description. The beginning job will consist of the following duties: car wash and cleaning and polishing of new cars; car greasing and lubrication; general shop cleanup. In addition, the apprentice will begin on the prescribed apprenticeship training program.

General education required. Two of the employers interviewed indicated that a high school education would be required; three indicated that a high school graduate would be preferred.

Recommended academic background. The employers interviewed indicated that the following course would be essential or desirable.

TABLE XVI
RECOMMENDED ACADEMIC BACKGROUND --
AUTO MECHANIC, APPRENTICE

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
English	4	80			General Mathematics	5	100		
Oral English	2	40	1	20	Algebra	2	40	2	40
Oral Expression	2	40			Geometry	2	40		
Journalism			1	20	Trigonometry	2	40		
Dramatics			1	20	General Science	2	40		
Social Science			1	20	Biology				
American History			1	20	Physics	2	40	3	60
Socio-Economics			2	40	Chemistry	1	20	1	20
World History			1	20	Agriculture			1	20
Latin					Home Economics				

TABLE XVI (Continued)

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
Spanish					Shop-Woodwork	1	20		
Bookkeeping	3	60	1	20	Art			1	20
Typing	1	20	2	40	Band				
Shorthand					Vocal Music				
Commercial Arithmetic					Music Appreciation				
Commercial Law					Driver Training	2	40		

Personal traits. The employers were asked: "Which of the following do you look for when you hire someone for this position? List the first four in order of importance." They gave the following responses. The columns refer to the order of importance. The column headed by "number" indicates the number of employers. The column headed "%" indicates what portion this number is of the total interviewed.

TABLE XVII
ORDER OF IMPORTANCE OF PERSONAL TRAITS --
AUTO MECHANIC APPRENTICE

SUBJECT	ORDER OF IMPORTANCE							
	1		2		3		4	
	No.	%	No.	%	No.	%	No.	%
Appearance			3	60	1	20		
Personality	2	40			1	20	1	20
Uses good English					1	20	1	20
Amount of formal education								
Willingness to work	2	40	1	20	1	20		
Do not look for anything in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.								
Ability to perform everyday arithmetic			1	20			1	20
Ability to write legibly							1	20
Ability and eagerness to learn	1	20						

Personality traits. When asked to check five personality traits necessary to do the job, those interviewed gave the answers found in Table XVIII. The numbers and percentages refer to the number checking the trait and the percentage that number is of the total interviewed.

TABLE XVIII
MOST IMPORTANT PERSONALITY TRAITS --
AUTO MECHANIC APPRENTICE

PERSONALITY TRAIT	DESIRABLE	PERSONALITY TRAIT	DESIRABLE
	No. %		No. %
Initiative	2 40	Industriousness	
Ability to assume responsibility	2 40	Likeableness	
Conscientiousness		Loyalty	
Sense of humor		Poise	
Punctuality	3 60	Reliability	2 40
Accuracy	2 40	Sociability	1 20
Cooperativeness	1 20	Thoroughness	1 20
Enthusiasm	2 40	Adaptability	1 20
Courtesy	4 80	Honesty	2 40

General requirements

1. Sex requirement. All indicated that the sex should be male.
2. Age requirement. One employer had no minimum

age requirement; three placed 18 as the minimum age; one placed 16 as the minimum age.

3. Previous work experience. None indicated that previous work experience was necessary.

4. Special physical requirements. None specified that the job required any special physical requirements.

GENERAL OFFICE WORK, CLERK-TYPIST

Job description. Depending upon the size and type of office, performs any combination of the following or similar clerical duties: Makes up and files reports; tabulates and posts data in various record books; takes telephone orders; checks in cash registers; gives information to callers; sends out bills; checks calculations; keeps a small set of books; operates various office machines such as a duplicating machine; does general clerical work not requiring special schooling or training and requiring the use of a typewriter in the accomplishment of a majority of the duties; typewrites letters, reports, and other matter from rough draft or corrected copy; files records and reports, sorts and distributes incoming mail, addresses outgoing mail, and does other clerical work, performing one or a combination of clerical duties as assigned.

The above job description is of course general and

may apply in more detail to one job than another. The exact details of the job will vary with the type of business and its size.

General education required. Of the nine employers interviewed, five stated that the employee must be a high school graduate in order to qualify for the job. Four stated that a high school graduate was preferred; two of these four stated that experience would have to substitute for the high school training.

Recommended academic background. The following table shows the academic background recommended by the employers. These employers represent a wide variety of businesses. Unless the prospective employee has a specific job in mind, he should note carefully the broad background deemed desirable by employers in Hillsboro.

Personal traits. The employers were asked: "Which of the following do you look for when you hire someone for this position? List your first four in order of importance." The following table (Table XX) shows their answers. The column headed by "number" indicates the number of employers. The column headed "%" indicates what portion this number is of the total interviewed.

TABLE XIX
RECOMMENDED ACADEMIC BACKGROUND --
GENERAL OFFICE WORK, CLERK-TYPIST

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
English	8	89	1	11	General Mathematics	6	67		
Oral English	4	45	2	22	Algebra	1	11	3	33
Oral Expression			3	33	Geometry	1	11	1	11
Journalism			1	11	Trigonometry	1	11	1	11
Dramatics					General Science			4	45
Social Science	1	11	2	22	Biology			1	11
American History	2	22			Physics			2	22
Socio-Economics	1	11	4	45	Chemistry			1	11
World History			1	11	Agriculture			2	22
Latin			3	33	Home Economics	1	11	1	11

TABLE XIX (Continued)

COURSE		ESSENTIAL		DESIRABLE		COURSE		ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%		%
Spanish					Shop-Woodwork			1		11	
Bookkeeping	6	67	1	11	Art			1		11	
Typing	7	78	2	22	Band			1		11	
Shorthand	4	45	1	11	Vocal Music			1		11	
Commercial Arithmetic	6	67	1	11	Music Appreciation						
Commercial Law	1	11	2	22	Driver Training						

TABLE XX

ORDER OF IMPORTANCE OF PERSONAL TRAITS --
GENERAL OFFICE WORK, CLERK-TYPIST

SUBJECT	ORDER OF IMPORTANCE							
	1 No.	%	2 No.	%	3 No.	%	4 No.	%
Appearance	2	22	5	56	1	11		
Personality	1	11	1	11	4	45	2	22
Uses good English					2	22	1	11
Amount of formal education	1	11					2	22
Quality of work done in school			2	22				
Willingness to work	3	33			1	11	2	22
Do not look for any- thing in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.								
Ability to perform everyday arithmetic								
Former work experi- ence and references	1	11					1	11
Ability and eagerness to learn--aptitude	1	11						
Desire for the job			1	11				

Personality traits. When asked to check five per-
sonality traits necessary to do the job, those interviewed

gave the answers appearing in Table XXI. The number and percentages refer to the number checking the trait and the percentage that number is of the total interviewed.

TABLE XXI

MOST IMPORTANT PERSONALITY TRAITS --
GENERAL OFFICE WORK, CLERK-TYPIST

PERSONALITY TRAIT	DESIRABLE PERSONALITY TRAIT		DESIRABLE	
	No.	%	No.	%
Initiative	6	67	Likeableness	1 11
Ability to assume responsibility	2	22	Loyalty	2 22
Conscientiousness	3	33	Poise	
Sense of humor			Reliability	6 67
Punctuality			Thoroughness	2 22
Accuracy	4	45	Sociability	
Cooperativeness	5	56	Adaptability	2 22
Enthusiasm	4	45	Courtesy	2 22
Industriousness	2	22	Honesty	4 45

General requirements

1. Sex requirement. Six employers would hire either, three prefer a female.
2. Age requirement. Five employers put the minimum age at 18, four at 17.
3. Previous work experience. None indicated that

previous work experiences were necessary.

4. Special physical requirements. None listed any special physical requirements.

METER READER

Job description. Reads recording dials of gas, electric, steam or water meters, and writes on a meter card the figures as indicated by the meter index hands. May note on the meter card the amount of gas, electricity, steam, or water consumed by subtracting the meter reading of the previous month from the meter reading he records.

General education required. The one employer interviewed stated that the required education would be completion of the eighth grade; however, a high school graduate would be preferred. It should be pointed out that this is an entry job and advancement is possible either to a line crew or an office job. The employer pointed out that either of these jobs would require more academic background or considerable experience.

Recommended academic background. The following table shows the academic background recommended by this employer.

TABLE XXII
RECOMMENDED ACADEMIC BACKGROUND --
METER READER

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
English	1	100			General Mathematics	1	100		
Oral English					Algebra				
Oral Expression					Geometry				
Journalism					Trigonometry				
Dramatics					General Science			1	100
Social Science					Biology				
American History					Physics			1	100
Socio-Economics					Chemistry				
World History					Agriculture				
Latin					Home Economics				
Spanish					Shop-Woodwork				
Bookkeeping					Art			1	100
Typing					Band			1	100
Shorthand					Vocal Music				
Commercial Arithmetic					Music Appreciation				
Commercial Law					Driver Training			1	100

Personal traits. The employer was asked: "Which of the following do you look for when you hire someone for this position? List your first four in order of importance." The following table shows his answers. The column headed by "number" indicates the number of employers. The column headed "%" indicates what portion this number is of the total interviewed.

TABLE XXIII

ORDER OF IMPORTANCE OF PERSONAL TRAITS --
METER READER

SUBJECT	ORDER OF IMPORTANCE							
	1		2		3		4	
	No.	%	No.	%	No.	%	No.	%
Appearance					1	100		
Personality			1	100				
Uses good English								
Amount of formal education								
Quality of work done in school								
Willingness to work	1	100						
Do not look for anything in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.								
Ability to perform everyday arithmetic								
If right or left handed. (Difficult for left-handed person to write in meter book).							1	100

Personality traits. When asked to check five personality traits necessary to do the job, this employer gave the answers appearing in Table XXIV. The number and percentages refer to the number checking the trait and the percentage that number is of the total interviewed.

TABLE XXIV

MOST IMPORTANT PERSONALITY TRAITS --
METER READER

PERSONALITY TRAIT DESIRABLE			PERSONALITY TRAIT DESIRABLE		
	No.	%		No.	%
Initiative			Likeableness		
Ability to assume responsibility	1	100	Loyalty		
Conscientiousness			Reliability		
Sense of humor			Poise		
Punctuality			Sociability		
Accuracy	1	100	Thoroughness		
Cooperativeness	1	100	Courtesy	1	100
Enthusiasm			Honesty		
Industriousness	1	100	Adaptability		

General requirements

1. Sex requirement. The employer stated that the sex should be male.
2. Age requirement. The minimum age requirement is

17.

3. Previous work experience. No previous work experience is required.

4. Special physical requirements. No special physical requirements are needed to qualify for this job.

PRINTER APPRENTICE.

Job description. Learn various duties of printing by aiding in the processes under guidance of skilled printer. Do cleaning of shop, machinery, type. Might read proof and aid in composition of job printing.

General education required. There is only one such job opportunity in Hillsboro. The employer requires a high school graduate for the job.

Recommended academic background. This employer recommends the academic background shown in Table XXV.

TABLE XXV

RECOMMENDED ACADEMIC BACKGROUND --
PRINTER APPRENTICE

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
English-	1	100			General Mathematics	1	100		
Oral English					Algebra				
Oral Expression					Geometry				
Journalism	1	100			Trigonometry				
Dramatics					General Science			1	100
Social Science					Biology				
American History					Physics			1	100
Socio-Economics					Chemistry			1	100
World History					Agriculture				
Latin					Home Economics				
Spanish					Shop-Woodwork				
Bookkeeping					Art	1	100		
Typing					Band				
Shorthand					Vocal Music				
Commercial Arithmetic					Music Appreciation				
Commercial Law					Driver Training				

Personal traits. The employer was asked: "Which of the following do you look for when you hire someone for this position? List your first four in order of importance." The following table shows his answer. The column headed by "number" indicates the number of employers. The column headed "%" indicates what portion this number is of the total interviewed.

TABLE XXVI

ORDER OF IMPORTANCE OF PERSONAL TRAITS --
PRINTER APPRENTICE

SUBJECT	ORDER OF IMPORTANCE							
	1		2		3		4	
	No.	%	No.	%	No.	%	No.	%
Appearance	1	100						
Personality					1	100		
Uses good English								
Amount of formal education								
Quality of work done in school							1	100
Willingness to work			1	100				
Do not look for anything in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.								
Ability to perform everyday arithmetic								

Personality traits. When asked to check five personality traits necessary to do the job, the employer interviewed gave the answers appearing in Table XXVII. The number and percentages refer to the number checking the trait and the percentage that number is of the total interviewed.

TABLE XXVII
MOST IMPORTANT PERSONALITY TRAITS --
PRINTER APPRENTICE

PERSONALITY TRAIT DESIRABLE			PERSONALITY TRAIT DESIRABLE		
	No.	%		No.	%
Initiative	1	100	Likeableness		
Ability to assume responsibility	1	100	Loyalty		
Conscientiousness	1	100	Poise		
Sense of humor			Reliability		
Punctuality			Sociability		
Accuracy	1	100	Thoroughness		
Cooperativeness			Adaptability		
Enthusiasm	1	100	Courtesy		
Industriousness			Honesty		
			Sociability		

General requirements

1. Sex requirement. The sex required for a printer

apprentice is a male.

2. Age requirement. The age required except in an exceptional case is 18.

3. Previous work experience. No previous work experience is a necessary requirement.

4. Special physical requirements. The job includes some lifting.

PUMP SERVICEMAN. Two employers contacted have job opportunities for a high school leaver to learn to become a pump serviceman. The job description below details the duties to be learned by the employee.

Job description. Repairs all types of pumps and pump power units, such as centrifugal and plunger type pumps, and gasoline-engine, Diesel-engine, and electric-motor power units; diagnoses trouble in pump; dismantles pump; repairs defective parts or replaces them with new ones; reseats and grinds valves; repacks stuffing boxes; tests pumps for proper operation; uses mechanic's and electrician's hand tools, hoists, and other equipment in making repairs. May wire motor to switchboard and install fuse box.

General education required. The two employers interviewed stated that a high school graduate would be preferred.

TABLE XXVIII
RECOMMENDED ACADEMIC BACKGROUND --
PUMP SERVICEMAN

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
English	2	100			General Mathematics	2	100		
Oral English			1	50	Algebra	1	50		
Oral Expression					Geometry	1	50		
Journalism					Trigonometry	1	50		
Social Science					General Science				
American History					Biology				
Socio-economics	1	50			Physics	2	100		
World History					Chemistry			1	50
Latin					Agriculture				

TABLE XXVIII (Continued)

COURSE		ESSENTIAL		DESIRABLE		COURSE		ESSENTIAL		DESIRABLE	
	No.	%		No.	%		No.	%		No.	%
Spanish						Home Economics					
Bookkeeping			1	50		Shop-Woodwork					
Typing			1	50		Art					
Shorthand						Band					
Commercial Arithmetic			1	50		Vocal Music					
Commercial Law			1	50		Music Appreciation					
						Driver Training	1	50			

Recommended academic background. The courses indicated on the preceding chart are the ones checked by the employers as being essential or desirable as training or background for this occupation.

Personal traits. The employers were asked: "Which of the following do you look for when you hire someone for this position. List your first four in order of importance." They gave the following responses. The columns refer to the order of importance. The column headed by "number" indicates the number of employers. The column headed "%" indicates what portion this number is of the total interviewed.

TABLE XXIX

ORDER OF IMPORTANCE OF PERSONAL TRAITS --
PUMP SERVICEMAN

SUBJECT	ORDER OF IMPORTANCE							
	1		2		3		4	
	No.	%	No.	%	No.	%	No.	%
Appearance	1	50					1	50
Personality			1	50	1	50		
Uses good English								
Amount of formal education								
Quality of work done in school	1	50						
Willingness to work			1	50	1	50		
Do not look for anything in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.								
Ability to perform everyday arithmetic							1	50
Desire to learn and enjoy the job								

Personality traits. When asked to check five personality traits necessary to do the job, those interviewed gave the answers found in Table XXX. The numbers and percentages refer to the number checking the trait and the

percentage that number is of the total interviewed.

TABLE XXX
MOST IMPORTANT PERSONALITY TRAITS --
PUMP SERVICEMAN

PERSONALITY TRAIT DESIRABLE			PERSONALITY TRAIT DESIRABLE		
	No.	%		No.	%
Initiative	1	50	Likeableness		
Ability to assume responsibility	1	50	Loyalty	1	50
Conscientiousness	1	50	Poise		
Sense of humor			Sociability		
Punctuality			Thoroughness	1	50
Accuracy	1	50	Adaptability	1	50
Cooperativeness			Courtesy		
Enthusiasm	1	50	Honesty	2	100
Industriousness					

General requirements

1. Sex requirement. The sex must be male.
2. Age requirement. One employer required a minimum age of 18; the other required the minimum age to be 19.
3. Previous work experience. Neither employer required any previous experience as a necessary requirement for the job.

4. Special physical requirements. One specified that the job required some lifting, the other felt that no special physical requirement was necessary.

STENOGRAPHER

Job description. Takes dictation in shorthand of correspondence, reports, and other matter and transcribes dictated material, writing it out in long hand or using a typewriter. May be required to be versed in the technical language and terms used in a particular profession. May perform a variety of related clerical duties. May take dictation on a stenotype machine, or may transcribe information from a sound producing record.

General education required. Six employers stated that the employee should be a high school graduate. Two stated that a high school graduate was preferred.

Recommended academic background. The following table shows the academic background recommended by the employers interviewed. As was the case with the general office worker, these jobs are available in a wide selection of businesses. The results of the survey show that the student with a wide academic and practical background will have a greater number of job opportunities.

TABLE XXXI
RECOMMENDED ACADEMIC BACKGROUND --
STENOGRAPHER

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
English	8	100			General Mathematics	5	62.5	2	25
Oral English	4	50			Algebra				
Oral Expression	1	12.5	1	12.5	Geometry				
Journalism	1	12.5			Trigonometry				
Dramatics					General Science	1	12.5	2	25
Social Science	1	12.5	2	25	Biology			2	25
American History	1	12.5			Physics			2	25
Socio-Economics	1	12.5	1	12.5	Chemistry			2	25
World History			1	12.5	Agriculture	2	25		
Latin			2	25	Home Economics	1	12.5	1	12.5

TABLE XXXI (Continued)

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
Spanish			1	12.5	Shop-Woodwork			2	25
Bookkeeping	5	62.5			Art			2	25
Typing	8	100			Band			1	12.5
Shorthand	8	100			Vocal Music			1	12.5
Commercial Arithmetic	6	75			Music Appreciation			1	12.5
Commercial Law	2	25	2	25	Driver Training			1	12.5

Personal traits. The employers were asked: "Which of the following do you look for when you hire someone for this position? List your first four in order of importance." The following table shows their answers. The column headed by "number" indicates the number of employers. The column headed "%" indicates what portion this number is of the total interviewed.

Personality traits. When asked to check five personality traits necessary to do the job, those interviewed gave the answers appearing in Table XXXIII. The numbers and percentages refer to the number checking the trait and the percentage that number is of the total interviewed.

General requirements

1. Sex requirement. Five of the employers stated that the required sex was female. Three said that either would be employed.

2. Age requirement. All stated that the minimum age for employment is 18.

3. Previous work experience. None of the employers require previous work experience.

4. Special physical requirements. None of the employers mentioned any special physical requirements.

TABLE XXXII
ORDER OF IMPORTANCE OF PERSONAL TRAITS --
STENOGRAPHER

SUBJECT	ORDER OF IMPORTANCE							
	1		2		3		4	
	No.	%	No.	%	No.	%	No.	%
Appearance	3	37.5	2	25			2	25
Personality	2	25	2	25	4	50		
Uses good English			2	25	1	12.5		
Amount of formal education	1	12.5						
Quality of work done in school					1	12.5	4	50
Willingness to work	2	25	1	12.5				
Do not look for anything in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.								
Ability to perform everyday arithmetic					2	25		
Former work experience and references			1	12.5			1	12.5
Mental alertness					1	12.5		

TABLE XXXIII
MOST IMPORTANT PERSONALITY TRAITS --
STENOGRAPHER

PERSONALITY TRAIT	DESIRABLE		PERSONALITY TRAIT	DESIRABLE	
	No.	%		No.	%
Initiative	7	87.5	Likeableness		
Ability to assume responsibility	4	50	Loyalty	1	12.5
Conscientiousness	5	62.5	Poise		
Sense of humor			Reliability	4	50
Punctuality	4	50	Sociability		
Accuracy	5	62.5	Thoroughness	1	12.5
Cooperativeness	3	37.5	Adaptability		
Enthusiasm	2	25	Courtesy	4	50
Industriousness			Honesty	2	25

WAREHOUSEMAN.

Job description. Hand trucks or carries merchandise and material about a warehouse, usually between loading platform and storage bins; stacks or otherwise stores merchandise or material in bins, or on shelves. May load and unload trucks or railroad freight cars.

General education required. One employer states that the employee must be a high school graduate; the other stated that a high school graduate would be preferred.

Recommended academic background. The following table

TABLE XXXIV
RECOMMENDED ACADEMIC BACKGROUND --
WAREHOUSEMAN

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
English*	2	100			General Mathematics	2	100		
Oral English					Algebra*			1	50
Oral Expression*	1	50			Geometry*			2	100
Journalism					Trigonometry*			1	50
Dramatics					General Science				
Social Science					Biology				
American History	1	50			Physics				
Socio-Economics					Chemistry*			1	50
World History	1	50			Agriculture	1	50		
Latin*			1	50	Home Economics				

TABLE XXXIV (Continued)

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
Spanish*	1	50			Shop-Woodwork*	2	100		
Bookkeeping					Art			1	50
Typing					Band			1	50
Shorthand					Vocal Music			1	50
Commercial Arithmetic					Music Appreciation			1	50
Commercial Law					Driver Training	2	100		

shows the academic background recommended by the two employers interviewed. Those courses followed by an asterisk (*) are ones desirable or essential to have in order to advance to more responsible positions.

Personal traits. The employers were asked: "Which of the following do you look for when you hire someone for this position? List your first four in order of importance." The table on the following page shows their answers. The column headed by "number" indicates the number of employers. The column headed "%" indicates what portion this number of the total interviewed.

Personality traits. When asked to check five personality traits necessary to do the job, those interviewed gave the answers appearing in Table XXXVI. The numbers and percentages refer to the number checking the trait and the percentage that number is of the total interviewed.

General requirements

1. Sex requirement. Both employers stated that the sex required is male.
2. Age requirement. Both indicated that the minimum age must be 18.
3. Previous work experience. Neither indicated that previous work experience is a necessary requirement for the job. However, one employer stated that it would be

desirable.

4. Special physical requirements. Both employers emphasized that heavy lifting is a very large part of the job.

TABLE XXXV

ORDER OF IMPORTANCE OF PERSONAL TRAITS --
WAREHOUSEMAN

SUBJECT	ORDER OF IMPORTANCE							
	1 No.	%	2 No.	%	3 No.	%	4 No.	%
Appearance			1	50			1	50
Personality	1	50			1	50		
Uses good English					1	50		
Amount of formal education	1	50						
Quality of work done in school								
Willingness to work							1	50
Do not look for any- thing in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.								
Ability to perform everyday arithmetic								
Previous work experience (record of performance)			1	50				

TABLE XXXVI

MOST IMPORTANT PERSONALITY TRAITS --
WAREHOUSEMAN

PERSONALITY TRAIT DESIRABLE			PERSONALITY TRAIT DESIRABLE		
	No.	%		No.	%
Initiative	2	100	Likeableness		
Ability to assume responsibility	1	50	Loyalty	1	50
Conscientiousness			Poise		
Sense of humor			Reliability	2	100
Punctuality	1	50	Sociability		
Accuracy	1	50	Thoroughness		
Cooperativeness			Adaptability	1	50
Enthusiasm			Courtesy	1	50
Industriousness			Honesty	1	50

COMPILATION OF DATA FOR ALL JOBS. The following tables give an over-all picture of employers' demands. The responses of all employers interviewed have been compiled in a single table for each of the major fields surveyed. The recommendations offered as a result of this survey will be drawn from the results shown in this over-all compilation. The analysis of these data and the recommendations are to be found in Chapter IV of this study.

TABLE XXXVII
RECOMMENDED ACADEMIC BACKGROUND FOR ALL JOBS

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
English	41	93	2	5	General Mathematics	37	84	3	7
Oral English	21	47	7	16	Algebra	5	11	12	27
Oral Expression	11	25	6	13	Geometry	5	11	5	11
Journalism	1	2	7	16	Trigonometry	4	9	4	9
Dramatics			2	5	General Science	3	7	13	30
Social Science	6	13	7	16	Biology	1	2	3	7
American History	8	18	4	9	Physics	6	13	11	25
Socio-Economics	6	16	8	18	Chemistry	1	2	9	20
World History	1	2	4	9	Agriculture	3	7	8	18
Latin			7	16	Shop-Woodwork	3	7	8	18

TABLE XXXVII (Continued)

COURSE	ESSENTIAL		DESIRABLE		COURSE	ESSENTIAL		DESIRABLE	
	No.	%	No.	%		No.	%	No.	%
Spanish	1	2	1	2	Home Economics	3	7	5	11
Bookkeeping	21	47	5	11	Art			10	23
Typing	18	41	7	16	Band			3	7
Shorthand	13	30	1	2	Vocal Music			3	7
Commercial Arithmetic	16	36	7	16	Music Appreciation			2	5
Commercial Law	5	11	6	13	Driver Training	8	18	3	7

TABLE XXXVIII

ORDER OF IMPORTANCE OF PERSONAL TRAITS FOR ALL JOBS

SUBJECT	ORDER OF IMPORTANCE							
	No.	%	No.	%	No.	%	No.	%
Appearance	11	25	18	41	3	7	7	16
Personality	9	20	9	20	16	36	5	11
Uses good English			2	5	8	18	5	11
Amount of formal education	3	7					5	11
Quality of work done in school	1	2	4	9	3	7	5	11
Willingness to work	12	27	6	13	7	16	5	11
Do not look for anything in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.								
Ability to perform everyday arithmetic					3	7	1	2
Ability to write legibly					3	7	1	2
Ability and eagerness to learn	2	5					1	2
Family background	1	2						
Interest in the type of work	1	2	1	2				
Ability to size up a situation and do the proper thing			1	2	2	5		
Previous work experience and references	2	5	1	2			3	7

TABLE XXXIX

MOST IMPORTANT PERSONALITY TRAITS FOR ALL JOBS

PERSONALITY TRAIT	DESIRABLE PERSONALITY TRAIT		DESIRABLE		
	No.	%		No.	%
Initiative	27	61	Likeableness	1	2
Ability to assume responsibility	15	34	Loyalty	10	23
Conscientiousness	16	36	Poise		
Sense of humor	1	2	Reliability	21	47
Punctuality	14	32	Sociability	2	5
Accuracy	21	47	Thoroughness	6	13
Cooperativeness	15	34	Adaptability	7	16
Enthusiasm	12	27	Courtesy	21	47
Industriousness	7	16	Honesty	25	57

General requirements for all jobs.

The sex required is: 17 Male 11 Female

16 Either.

The minimum age requirement is: 16 3, 17 5,
18 31, 19 2.

Previous work experience: Yes 1; No 43.

PART IIJOBS REQUIRING APPRENTICESHIP TRAINING

It was found in the course of this study that there were available jobs that require apprenticeship training. Since the applicant for the job must meet the requirements of the apprenticeship standards for the state of Oregon rather than standards established by a local employer, it was deemed advisable to gather the material for this study from the published apprenticeship standards for the state of Oregon.

These standards have been prepared by a committee representing the State Council of Carpenters, the State Employers' Association, the Department of Vocational and Industrial Education, the Bureau of Apprenticeship, the United States Department of Labor, and the Oregon State Apprenticeship Council.

In so far as possible, the requirements of the state standard will be presented in the same form as the employers' demands for the occupations not coming under the apprenticeship standards. However, the standards do not, in all cases, stress the same points as asked of the employers. This is especially true in regard to personal and personality traits; therefore, that section of the study will not be covered as with the other occupations.

CHILLBROWN

Each standard lists the related subject matter in which the apprentice shall receive instruction along with his on-the-job training. The high school courses that would supply background for this subject matter will be listed as essential courses for the prospective apprentice to include in his curriculum.

An apprentice in any industry is intended to mean a worker not less than 17 years of age engaged under direct journeyman supervision, and according to a prescribed or traditional series of work processes graded to coincide with increasing trade maturity in learning a skilled occupation that requires, during the learning process, several years of reasonably continuous employment prior to the time that the worker may be considered a qualified journeyman. In general, apprenticeship is legally recognized only if recorded in a written contract, indenture, or agreement, in which, in return for services rendered, the employer promises to teach the worker the processes of his trade. The terms of an apprenticeship agreement usually include specific reference to the duration of the apprenticeship period, a progressive scale of wages, and the nature of the processes to be taught. Frequently, the agreement also specifies the amount and nature of related schooling in vocational subjects in which the worker shall engage during his apprenticeship period.

BRICKLAYER AND STONEMASON.

Job description. The following is a list of the major work processes to be learned by the apprentice: Plain bricklaying and use of tools, plain exterior brickwork, veneering face brickwork, layout and leveling, planning and building brick chimneys, flues, and fireplaces, building arches, groins and columns, cutting, bedding and setting stones, terra cotta and their bonds, laying tile structural, partitions and fireproofing and miscellaneous items.

General education required. Applicants shall be required to pass such intelligence and aptitude tests as may be designated by the Apprenticeship Committee.

Recommended academic background. The related subject matter as listed in the state standard was used to establish the course that should be included in the high school curriculum.

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TABLE XL
RECOMMENDED ACADEMIC BACKGROUND --
BRICKLAYER AND STONEMASON

COURSE	ESSENTIAL	COURSE	ESSENTIAL
English		General Mathematics	x
Oral English		Algebra	x
Oral Expression		Trigonometry	x
Journalism		Geometry	
Dramatics		General Science	
Social Science	x	Biology	
American History and Civics	x	Physics	x
Socio-Economics	x	Chemistry	x
World History		Agriculture	
Latin		Shop-Woodwork	x
Spanish		Band	
Bookkeeping		Vocal Music	
Typing		Music Appreciation	
Shorthand		Driver Training	
Commercial Arithmetic	x	Home Economics	
Commercial Law	x		

Personal traits. The applicant shall possess a good character and a good reputation in the community.

Sex requirement. The state standard makes no mention of a sex requirement for the applicant.

Age requirement. Applicants desiring to serve an apprenticeship in this trade shall have passed their eighteenth birthday, but shall not have passed their twenty-fourth birthday.

Previous work experience. Previous work experience is not a necessary requirement for entry as an apprentice.

Special physical requirements. Applicant shall possess a physical development sufficient to enable him to perform all the physical duties of this trade.

CARPENTERS AND JOINERS

Job description. The Oregon State Apprenticeships Standards for Carpenters and Joiners lists the following work processes of this trade in which the apprentice shall be given work experience: form work and scaffolding, framing, layout, floor laying and finishing. A general construction carpenter performs general carpentry work involved in the erecting of wooden building frames, installing exterior and interior trim, laying floors, building concrete forms, pouring chutes, wooden scaffolds, and similar work entailing the cutting, shaping, and fastening

together of wood or material, such as fiber board, that is treated and used the same as wood.

General education required. The state standard states that applicants shall pass such intelligence and aptitude tests as may be designated.

Recommended academic background. The related subject matter as listed in the state standard was used to establish the courses that should be included in the high school curriculum.

Personal traits. The state standard states that the applicant shall possess a good character and a good reputation in the community. No criteria are presented to clarify what traits are essential for one to have in order to have a good character and a good reputation.

Sex requirement. The state standard makes no requirement as to whether the applicant is male or female.

Age requirement. Applicants desiring to serve an apprenticeship in this trade shall have passed their seventeenth birthday.

Previous work experience. No previous experience of any sort is a requirement for entry as an apprentice.

Special physical requirements. The standards state only that the applicant shall possess a physical development sufficient to enable him to perform all the physical duties of this trade.

TABLE XLI
RECOMMENDED ACADEMIC BACKGROUND --
CARPENTERS AND JOINERS

COURSE	ESSENTIAL	COURSE	ESSENTIAL
English		General Mathematics	x
Oral English		Algebra	x
Oral Expression		Geometry	x
Journalism		Trigonometry	x
Dramatics		General Science	x
Social Science	x	Biology	
American History and Civics	x	Physics	x
Socio-Economics	x	Chemistry	x
World History		Agriculture	
Latin		Home Economics	
Spanish		Shop-Woodwork	x
Bookkeeping		Band	
Typing		Vocal Music	
Shorthand		Music Appreciation	
Commercial Arithmetic	x	Driver Training	
Commercial Law	x		

GLASS WORKERS

Job description. The following is a condensed outline of the various branches of this trade and the work experiences to be given to the apprentice.

1. General glazing. Cutting glass and running putty, handling glass, set plate and structure glass and trim, installing art glass, fixtures, mirrors and miscellaneous items, auto glazing.

2. Art glass. Glazing zinc, glazing lead, cut sheet to gauge and pattern, lay out and cut patterns, lay out and cut stencils, installing art glass.

3. Mirror or beveling. Handling and cutting glass, blocking, polish and rouge, smoothing, mitering, silvering.

4. Auto glass. Remove frame assembly, handling and mounting, installation, cutting glass and repairing assemblies.

General education required. The state standard indicates that the applicant shall pass such intelligence and aptitude tests as may be designated.

Recommended academic background. The related subject matter as listed in the state standards was used to establish the courses that should be included in the high school curriculum.

TABLE XLII
RECOMMENDED ACADEMIC BACKGROUND --
GLASS WORKERS

COURSE	ESSENTIAL	COURSE	ESSENTIAL
English		General Mathematics	x
Oral English		Algebra	
Oral Expression		Geometry	
Journalism		Trigonometry	
Dramatics		General Science	x
Social Science	x	Biology	
American History and Civics	x	Physics	
Socio-Economics	x	Chemistry	x
World History		Agriculture	
Latin		Home Economics	
Spanish		Shop-Woodwork	x
Bookkeeping		Band	
Typing		Vocal Music	
Shorthand		Music Appreciation	
Commercial Arithmetic	x	Driver Training	
Commercial Law	x		

Personal traits. Applicants shall possess a good character, and a good reputation in the community.

Sex requirement. There is no requirement in the state standard as to the sex of the applicant.

Age requirement. The state standard states that applicants shall have passed their sixteenth birthday and shall not have passed their twenty-first birthday, except those with war military service or those in peace time compulsory service shall be given credit on age providing they entered the service on or prior to their twenty-first birthday.

Previous work experience. Previous work experience is not a necessary requirement for entry as an apprentice.

Special physical requirements. Applicants shall possess a physical development sufficient to enable them to perform all the physical duties of this trade.

INSIDE ELECTRICAL WORKERS.

Job description. The state standard for inside electrical workers lists the following branches of this trade in which the apprentice shall be given work experience so as to develop the required manipulative skills and so as to have an opportunity to apply his knowledge of the related subject matter of this trade: Circuit design and layout, wiring methods and materials, lighting fixtures,

panelboards and switchboards, service equipment, signs and outline lighting, appliances, meters, signalling equipment, transformers, generators, motors and industrial electronic devices.

General education required. The state standard states that applicants shall pass such intelligence and aptitude tests as may be designated.

Recommended academic background. The related subject matter as listed in the state standard was used to establish the courses that should be included in the high school curriculum.

Personal traits. The state standard states that the applicant shall possess a good character and a good reputation in the community.

Sex requirement. There is no requirement in the state standard as to the sex of the applicant.

Age requirement. Applicants desiring to serve an apprenticeship in the branches of this trade shall have passed their sixteenth birthday, but shall not have passed their twenty-sixth birthday.

Previous work experience. Previous work experience is not a necessary requirement for entry as an apprentice.

Special physical requirements. Applicants shall possess a physical development sufficient to enable them to

TABLE XLIII
RECOMMENDED ACADEMIC BACKGROUND --
INSIDE ELECTRICAL WORKERS

COURSE	ESSENTIAL	COURSE	ESSENTIAL
English		General Mathematics	x
Oral English		Algebra	x
Oral Expression		Geometry	x
Journalism		Trigonometry	
Dramatics		General Science	
Social Science	x	Biology	
American History and Civics	x	Physics	x
Socio-Economics	x	Chemistry	x
World History		Agriculture	
Latin		Home Economics	
Spanish		Shop-Woodwork	x
Bookkeeping		Band	
Typing		Vocal Music	
Shorthand		Music Appreciation	
Commercial Arithmetic	x	Driver Training	
Commercial Law	x		

perform all the physical duties of this trade as may be designated by the Apprenticeship Committee.

PAINTERS, DECORATORS AND PAPER HANGERS

Job description. The apprentice shall be taught the use, care, and effective handling of all tools commonly used in connection with the painting and decorating trade. The major processes to be learned as listed in the state standard are: Exterior painting, interior painting, cal-cimining, decorating, staining and hardwood finishing, hanging paper and other wall covering and colors and color mixing.

General education required. No statement of policy is included in the state standard.

Recommended academic background. The related subject matter as listed in the state standard was used to establish the courses that should be included in the high school curriculum.

Personal traits. No statement as to personal traits is included in the state standard.

Sex requirement. The state standard states no requirement as to the sex of the applicant.

Age requirement. Applicant desiring to serve an apprenticeship in the various branches of this trade shall

TABLE XLIV

RECOMMENDED ACADEMIC BACKGROUND --
PAINTERS, DECORATORS AND PAPER HANGERS

COURSE	ESSENTIAL	COURSE	ESSENTIAL
English		General Mathematics	x
Oral English		Algebra	
Oral Expression		Geometry	
Journalism		Trigonometry	
Dramatics		General Science	x
Social Science	x	Biology	
American History and Civics	x	Physics	
Socio-Economics	x	Chemistry	x
World History		Agriculture	
Latin		Home Economics	x
Spanish		Shop-Woodwork	x
Bookkeeping		Art	x
Shorthand		Band	
Commercial Arithmetic	x	Vocal Music	
Commercial Law	x	Music Appreciation	
		Driver Training	

have passed their sixteenth birthday but shall not have passed their twenty-second birthday.

Previous work experience. Previous work experience is not a necessary requirement for entry as an apprentice.

Special physical requirements. The state standard makes no statement as to physical requirements.

PLUMBER

Job description. The state standard for plumbing and pipe fitting lists the following major work processes that are to be learned during the apprenticeship: Methods of joining piping, threading, welding, wiping water supply and systems, generation and distribution of heat, systems of heating, ventilation and air conditioning, refrigeration systems, installation and servicing, sewage disposal and drainage, specialties-fixtures, power plant fixtures, power plant piping, fire extinguishing systems and other sprinkler systems, boiler room chemistry, fuels and their uses--solid-liquid-gaseous, domestic water systems--range boilers, methods of heating range boilers, pneumatic tube work and lead burning.

General education required. The state standard states that applicants shall pass such intelligence and aptitude tests as may be designated.

Recommended academic background. The related subject

TABLE XLV
RECOMMENDED ACADEMIC BACKGROUND --
PLUMBERS

COURSE	ESSENTIAL	COURSE	ESSENTIAL
English		General Mathematics	x
Oral English		Algebra	x
Oral Expression		Geometry	
Journalism		Trigonometry	
Dramatics		General Science	x
Social Science	x	Biology	
American History and Civics	x	Physics	x
Socio-Economics	x	Chemistry	
World History		Agriculture	
Latin		Home Economics	
Spanish		Shop-Woodwork	
Bookkeeping		Art	
Typing		Band	
Shorthand		Vocal Music	
Commercial Arithmetic	x	Music Appreciation	
Commercial Law	x	Driver Training	

matter as listed in the state standard was used to establish the courses that should be included in the high school curriculum.

Personal traits. The state standard states that the applicant shall possess a good character and a good reputation in the community.

Sex requirement. The state standard makes no requirement as to whether the applicant is male or female.

Age requirement. Applicants desiring to serve an apprenticeship in the pipe trades shall be between sixteen and twenty-four years of age.

Previous work experience. Previous work experience is not a necessary requirement for entry as an apprentice.

Special physical requirements. The standard states that the applicant shall possess a physical development sufficient to enable him to perform all the physical duties of this trade.

PART III

EMPLOYEE WEAKNESSES AND STRONG POINTS; CURRICULUM ADDITIONS

Each employer was asked to indicate the general weaknesses and strong points of his employees. These weaknesses and strong points can be separated into two major divisions, one pertaining to personal traits and attitudes and the other to academic background and achievement. It was generally found that employers found it easier to point out weaknesses than strong points. While many employers had no answer as to strong points, every employer had a number of weaknesses to enumerate. The statements listed below are in the terminology of the employers. The number following the statement is the number of employers that indicated this weakness or strong point.

Weaknesses found in employees' personal traits and attitudes.

Girls will not state that they can do shorthand.	1
Cockiness	1
Too much non-productive time	1
Not enough application	8
Lack of energy	1
Too much inclination to "visiting" on the job with friends	2

Employees too self-centered	3
Earning money primary aim	9
Do not assume responsibility	2
Lack ability to approach public with courtesy and tact	1
Lack enthusiasm for and interest in the job	10
Lack ability to sell	1
Lack of ability to analyze job and what must be done to warrant advancement	6
Lack of respect for authority	1
Want advancement without self-improvement	4
Lack patience in beginning job	2
Inaccurate, sloppy attitude	1
Lack of initiative to find work necessary to be done when their work is finished; do not look for work in another department. Do not cooperate with other employees	7
Over-extension of "coffee-time".	3
Not willing to work under necessary conditions	1
Lack of punctuality	1
Lack of ambition	2

Weaknesses found in employees' academic background and achievement.

Lack of spelling ability	2
Lack of ability to write a good business letter	3
Lack of machine operating background	1
Typing has been weak	1

	100
Poor grammatical construction	2
Lack ability to perform simple arithmetic	3
Stenographers weak in shorthand	3
Do not write legibly	1

Strong points found in employees.

Industrious	1
Willing to ask questions and learn	2
Reliable	1
Conscientious	1
Have ability to get along with people	3
Friendly	2
Have good appearance	4
Loyal to employer	2
Are courteous, non-gripping	1
Adaptable	1
Are willing to work	4
Have ability to learn and grasp the duties of their job	1
Are likeable	1
Are punctual	1
Are honest	1
Often interested in improving working conditions and the system	1
Figure ways to save time and material	1

Employers' suggestions regarding adding courses to the curriculum.

Each employer was asked to suggest courses that, in his opinion, could advantageously be added to the curriculum of the secondary school. In the list below are courses or subject matter fields that employers felt might be added to the curriculum as separate courses or units in existing courses. The number following each subject indicates the number of employers who were in favor of the addition of such a course.

Course in elementary mechanics	6
Course in salesmanship--how to meet the public	5
Course designed to show the importance of the employee to the firm and the employer; employee-employer relationships	1
Course in distribution and cost of merchandise, basic business procedures and problems	3
Course in machine bookkeeping	3
Course in filing and office procedure	2
Drafting for girls	1
Background in agriculture for girls	2

CHAPTER IV

ANALYSIS OF DATA AND RECOMMENDATIONS

ADDITIONS TO THE CURRICULUM. One of the desired outcomes of the survey was to gain information that would make it possible to analyze the school curriculum. An attempt was made to see if the employers considered it adequate or if there were courses and subject matter that should receive further emphasis. This question was included in the interview: "Indicate any course you feel should be added to the above list (an outline of the present school curriculum) and indicate whether this course is essential or desirable."

Fifteen of the employers felt that the present curriculum was sufficient and did not require any additions.

An analysis of the responses of the remaining employers interviewed shows that they believe that there are four major areas of instruction that are not now adequately covered. No attempt was made to see if the present employees were former students of the Hillsboro high school. However, the present curriculum of Hillsboro high school does not include these areas.

The four areas emphasized by the employers are: Salesmanship, mechanics, office procedure and machines, and employer-employee relationships.

The employers who suggested additional training in salesmanship pointed out that in their opinion the majority of jobs were actually selling jobs. Even if the employee was not directly connected with selling the product he often had contact with the public and then, in effect, was selling himself and the concern. It was their opinion that beginning employees need training in the techniques of selling and in presenting themselves and their product to the public. They felt that perhaps this information could be included in some existing course, but if not, it was of sufficient value to warrant the establishment of a separate course.

The second area, the field of mechanics, was mainly emphasized by employers who utilize this special type of training. All agreed that the course should be general and fundamental, and should not be designed to produce experts. They pointed out that many of their employees lacked basic skill in handling tools and equipment and had little practical knowledge of the basic fundamentals upon which the operation of machinery is based. They indicated that such knowledge would aid the employee in his further training as a mechanic or repair man as well as giving the salesman a better understanding of the product he was selling.

One employer pointed out that such a course would be of value to all students no matter what their vocational plans might be. He emphasized that all people use a great variety of machines during their lifetime, and such knowledge would aid them in becoming better consumers and would enable them to make simple repairs instead of depending on the skilled worker who could ill afford to spend time in making such repairs.

The employers who suggested the third area, office procedure, had two major suggestions. They first felt that training should be given in the techniques of filing and general office procedure. They all mentioned that each office would perhaps have its own system which would be a modification of any basic procedures learned, but that new employees would be able to adapt themselves more easily if such basic procedure were known.

The other suggestion was that high school students should have more opportunity to learn to operate office machines. They stressed that the instruction need not be extensive, but that it would be helpful if their beginning employees were familiar with the operation and care of these machines. They emphasized that this training should include all types of machines that might be found in the average office, such as duplicators, calculators,

dictaphones, and electric typewriters.

One employer, however, expressed just the opposite view. In his opinion such training would not be extensive enough to be of value. He pointed out that different models and makes of machines were quite different in their operation. It was his opinion that this training could be better done on the job.

The fourth large area was in the field of employer-employee relations. The idea was expressed that many employees do not understand their true value to the business concern. They do not appreciate how their efforts affect the success of the business and ultimately benefit their own welfare. In this same vein the employers felt that many of their employees lacked an understanding of sound business procedures. They lacked a concept of how the cost of merchandise, distribution, overhead, and other problems all tie together to regulate the operation of a business. They felt that it was a general knowledge of the whole problem of production and distribution and the place of the retail store in this picture that was lacking.

All these employers stated that if all their employees had this information many of the weaknesses that they now observed in the employees would not exist.

There was one other item that was mentioned enough times to warrant its inclusion. As was mentioned in the introduction, Hillsboro caters to an agricultural area. Many of the business establishments in the town handle farm produce or sell items used in farming. A number of employers mentioned, although they did not always suggest a course, that an agricultural background was desirable for their employees. Especially did they state that it would be helpful if girls had an opportunity to learn at least some of the more common agricultural terminology and have some background as to local crops and local agricultural problems. Some suggested that there might be devised an orientation course especially for school leavers who were going to work in this area, so that they could become acquainted with the items mentioned above.

To summarize, all the additions suggested by the employers were for general type courses designed to answer a specific need. They advised adding this material to existing courses where this was feasible. It is the opinion of the interviewer that these ideas had been in the minds of the employers and were not arrived at during the interview.

The survey shows that a sufficient number of employers had comparable suggestions to make it possible to

recommend to the school board, administration, and faculty of the high school that these suggestions be given careful consideration in future curriculum planning.

EMPLOYEE WEAKNESSES. The analysis of the data gathered concerning the weaknesses of employees can be divided into two major classifications--weaknesses found in the employee's personal traits and attitudes and weaknesses found in the employee's academic background and achievement. A check of the data shows that the employers placed a great deal more emphasis on the personal weaknesses than they did on the academic weaknesses. They listed a total of 25 separate items for personal weaknesses as compared to eight different weaknesses found in the academic background and achievement of their employees. The employers mentioned these 25 personal weaknesses a total of 68 times, while mentioning the eight academic weaknesses only 16 times.

One could then draw one of two conclusions from these results--one, the employees had a great number more personal weaknesses than academic, or, two, the employers place more emphasis on personal traits than they do on academic achievement. The results of this study seem to bear out the latter.

A breakdown of the data collected on the points

looked for by the employer when hiring the employee gives these results: Three items included in this section of the questionnaire pertaining to personal traits were checked a total of 108 times--appearance, 39 times; personality, 39 times; and willingness to work, 30 times. Four items pertaining to academic background and achievement were checked only 40 times--uses good English, 15 times; amount of formal education, eight times; quality of work done in school, 13 times; and ability to perform everyday arithmetic, four times.

It should be pointed out here that these results should not be interpreted in a negative sense. The employers were limited as to the number of responses they could make, and had to put down their responses in the order of their importance. Therefore, these results should be interpreted as showing that these personal traits were of more importance than the academic ones, and in no sense did the academic achievements lack importance.

These results would seem to point out two areas for consideration--the prospective employee should examine himself carefully to see if he lacks any of the attributes deemed desirable by the employer and the educators of the community should see if any of the deficiencies can be corrected through a change in emphasis.

RECOMMENDATIONS TO THE PROSPECTIVE EMPLOYEE. The school leaver who is looking for employment should note that the majority of employers are going to look for the following traits in the person they are considering for employment: Appearance, personality, willingness to work, and ability to use good English. These are the points that will influence them before the employee is hired.

Among all employers there were five personality traits that stood out as being the most important. These five were initiative, accuracy, reliability, courtesy, and honesty. The five personal weaknesses most often listed by employers were: Not enough application, earning money primary aim, lack enthusiasm for and interest in the job, lack of ability to analyze the job and what must be done to warrant advancement, and lack of initiative to find work necessary to be done when their work is finished. These major weaknesses together with the five major personality traits should give the high school leavers a clear picture of the attributes they should develop if they hope to hold their jobs, once obtained.

It should be emphasized that the above recommendations are based on a compilation of answers received from all employers. The prospective employee should refer to the data for the particular job in which he is interested

to see what specific requirements the employers in that field deem necessary.

Many of the employers mentioned that there were good job opportunities in a town the size of Hillsboro, if the employee would prepare himself, take a real interest in the job, apply himself and stick with one job until he had developed the skill and the experience necessary to warrant a good salary. They expressed concern that many new employees leave one job for another that pays a few cents an hour more without giving any other consideration to the desirabilities of the jobs in question.

RECOMMENDATIONS TO EDUCATORS. It is interesting to note that in spite of the widespread criticism today of the academic achievements of the products of schools, employers apparently do not place these achievements first in their list of requirements for obtaining or holding a job. As was pointed out previously, they are a factor, but not the primary one. Only four of the employers interviewed placed ability to perform every-day arithmetic as one of their first four requirements, and only 15 placed ability to use good English among the first four. It should be noted, however, that 98 per cent would include English in the curriculum for high school leavers, and 91 per cent would include general mathematics.

The results of this study would seem to emphasize that educators give serious consideration to the place of the school in developing those personal traits and attitudes deemed essential by employers. It is not the purpose of this study to recommend ways that this might be accomplished, but since the results show so conclusively that employers in general are primarily concerned with the development of these traits and attitudes, it is recommended that the administration and faculty of the schools in the Hillsboro area should examine carefully the role of the public school in helping the school leaver develop these traits and attitudes.

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APPENDIX

EMPLOYER DEMANDS

Name of firm _____

Type of business _____

Job available to high school leaver. Would you please include a brief description of the duties of this job.

I. Education

General Education: Please check highest level only.

Required:

Complete _____ th grade in grade school

Complete _____ years in high school

_____ high school graduate

Preferred:

Complete _____ th grade in grade school

Complete _____ years in high school

_____ high school graduate

Which of the following courses that are now offered in high school do you consider ESSENTIAL for this job?
(Please check in the indicated place.)

Essential

Course

Desirable

ENGLISH

_____	English	_____
_____	Oral English	_____
_____	Oral Expression	_____
	(Debate, Oratory)	
_____	Journalism	_____
_____	Dramatics	_____

SOCIAL SCIENCE

_____	Social Science	_____
_____	American History	_____
	& Civics	
_____	Socio-Economics	_____
_____	World History	_____

Essential	Course	Desirable
	FOREIGN LANGUAGE	
_____	Latin	_____
_____	Spanish	_____
	COMMERCIAL	
_____	Bookkeeping	_____
_____	Typing	_____
_____	Shorthand	_____
_____	Commercial Arith.	_____
_____	Commercial Law	_____
	MATHEMATICS	
_____	General Mathematics	_____
_____	Algebra	_____
_____	Geometry	_____
_____	Trigonometry	_____
	NATURAL SCIENCE	
_____	General Science	_____
_____	Biology	_____
_____	Physics	_____
_____	Chemistry	_____
	PRACTICAL ARTS	
_____	Agriculture	_____
_____	Home Economics	_____
_____	Shop-Woodwork	_____
	FINE ARTS	
_____	Art	_____
_____	Band	_____
_____	Vocal Music	_____
_____	Music Appreciation	_____
_____	Driver Training	_____

Which of the above courses do you consider DESIRABLE for this job? (Please check in the indicated space.)

Indicate any course you feel should be added to the above list and indicate whether essential or desirable.

II. Personality.

Which of the following do you look for when you hire someone for this position?

Please list your first four in order of importance.

- ☐ Appearance (grooming, posture, cleanliness)
- ☐ Personality (voice, likeable, good social mixer, agreeable)
- ☐ Uses good English
- ☐ Amount of formal education
- ☐ Quality of work done in school (request and examine official transcripts of record)
- ☐ Willingness to work
- ☐ Do not look for anything in particular. I hire them and if they prove satisfactory they are kept on, if not, they are let go.
- ☐ Ability to perform everyday arithmetic.
- ☐ (other) _____
- ☐ (other) _____

Please check from the following list the five outstanding personality traits that you feel are necessary for this job.

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Initiative | <input type="checkbox"/> Poise |
| <input type="checkbox"/> Ability to assume responsibility | <input type="checkbox"/> Reliability |
| <input type="checkbox"/> Conscientiousness | <input type="checkbox"/> Sociability |
| <input type="checkbox"/> Sense of humor | <input type="checkbox"/> Thoroughness |
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> Adaptability |
| <input type="checkbox"/> Accuracy | <input type="checkbox"/> Appearance |
| <input type="checkbox"/> Cooperativeness | <input type="checkbox"/> Courtesy |

____ Enthusiasm ____ Honesty
____ Industriousness ____ (other)
____ Likeableness ____ (other)
____ Loyalty

III. General requirements.

The sex required is: ____ male ____ female ____ either

The minimum age requirement is ____ years.

Is any previous experience a necessary requirement for
this position? ____ yes ____ no

Are there any special physical requirements demanded by
this job? If so, please specify their nature.

What are the general weaknesses of people you have hired
for this job in the past?

What are the general strong-points of people you have hired
for this job in the past?