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An analysis of the needs of commercial students in Morton High School (Richmond, Indiana)

Paul Robertson
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AN ANALYSIS OF THE NEEDS OF COMMERCIAL
STUDENTS IN MORTON HIGH SCHOOL
(RICHMOND, INDIANA)

By

Paul Robertson

Contributions of the Graduate School
Indiana State Teachers College
Number 293

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Master of Science Degree
in Education

1937

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P.R.

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CHAPTER I
INTRODUCTION

Statement of the problem

This study is chiefly concerned with the following major problems:

1. What lines of work are the Morton High School graduates of commercial courses pursuing?
2. How did the courses studied in the high school function on the job?
3. What shortages in the high school commercial courses are revealed by the pupils' opinions of the requirements of the job?
4. Where did the pupils receive their inspirations for vocational choices?
5. Were the graduates satisfied with the curriculum pursued and courses offered in the curricula?
6. What remedial constructive suggestions can be offered from a study of this survey?

Limitation of the problem

This study is limited to the experiences of the graduates of the commercial department of Morton High School, Richmond, Indiana for the ten-year period 1929-35. Only the graduates of this period who had ten credits or more in commercial work were questioned.

Purpose served by the study

The purpose of this study, then, is to ascertain whether or not the commercial courses offered in Morton High School of Richmond, Indiana, have enabled the graduates from these courses to meet adequately their needs in the pursuance of their work.

Sources of data

The writer was permitted to go through the files of the high school and take from the records the names and addresses of all the graduates who had earned ten or more credits in commercial work for the ten-year period under study. This work was started in April, 1936, and interview report blanks which covered the seven divisions of the subject were prepared. A copy of the questionnaire appears in the appendix.¹ While the major portion of the information was secured through personal interviews, the report blanks were prepared so the report would be uniform.

Methods of procedure

Cards with spaces for the commercial subjects taken while in high school, together with the names and addresses of the graduates to be interviewed were prepared. This information was filled in while the names and addresses were being taken from the records.

¹See Appendix A

The city was divided into sections, and the names were grouped in these various sections in order to prevent unnecessary retracing of steps.

The total number of graduates to be interviewed was 340; and the author was able to interview 151. In addition to this number twenty-six graduates filled out questionnaires by mail. The author called twenty-two of these persons by telephone, and explained the purpose of the questionnaire, stressing the importance of answering the questions correctly in every detail. The remaining four graduates filling out questionnaires by mail were persons out of reasonable calling distance. These four did not answer questions regarding salary; therefore, their answers will not affect the tables on salaries. Thirty-four of the graduates were not used in the study because they had not been able to get a job since graduation. Calls were made at the homes of the remaining 129 graduates, but it was impossible to locate any of the members of this group, owing to the fact that many of them had moved out of the city and were unknown to the persons now living in the section of town.

In attacking this problem, it is necessary to be familiar with similar studies in the field of commercial education in Indiana. Consequently, there follows a brief summary of these surveys all of which have been conducted in the city of Terre Haute:

Similar researches in commercial education in Terre Haute, Indiana

Three surveys dealing similarly with commercial education in Terre Haute were available. One was an occupational survey of the graduates of the three high schools of Terre Haute, by Mr. Shepherd Young, Head of Commerce Department, Indiana State Teachers College.²

The purpose of this survey, which was conducted by personally interviewing 161 commercial graduates, was to ascertain in what vocations the high school graduates were working, how the courses studied in high school functioned on the job, what the shortages in the high school commercial courses were, and what remedial constructive suggestions could be offered by the graduates.

The second survey was made of the duties of office workers in Terre Haute by Miss Mable E. Kerr, a graduates student at Indiana State Teachers College.³ The purpose of the study made by Miss Kerr was to determine the necessary training, experience, and duties of office workers in Terre Haute. Time charts were filled out by 107 office workers in 57 offices in Terre Haute during the summer of 1932. These charts covered

²Shepherd Young, An Occupational Survey of the Commercial Graduates of the Three High Schools of Terre Haute, Indiana, Thesis, Library, University of Indiana, Bloomington, Indiana. (1929)

³Mable E. Kerr, A Study of the Duties of Office Workers in Terre Haute, Indiana, Thesis, Library, Indiana State Teachers College, Terre Haute, Indiana (1933)

the duties of the worker over a period of one week.

Miss Kerr's study also rendered detailed information for pupils regarding the duties and types of positions for which to train. The present study limited its survey of duties to chief duties rather than all of the duties performed by commercial workers.

The third study was a survey made by Mrs. Nell Glenn Darrough, a graduate student at Indiana State Teachers College.⁴ The purpose of Mrs. Darrough's survey was to get the employer's point of view rather than that of the employee, concerning the requirements placed on office workers as is done in the present study. Data were secured from business establishments and professional men in Terre Haute, regarding the office workers employed. The questionnaire used was designed to ascertain the following information: number of firms or industries employing graduates of Terre Haute schools; the duties of each occupational group; strong and weak points of office workers; suggestions for any changes in the regular high school commercial course that would increase the effectiveness of an individual's business activity; the practicability of the "part-time" business position and the type of "citizenship training" that should be taught a young man or woman entering a business career.

⁴Nell Glenn Darrough, A Survey of Industrial Terre Haute, Thesis, Library, Indiana State Teachers College, Terre Haute, Indiana. (1934)

CHAPTER II
TRAINING OF COMMERCIAL GRADUATES

Commercial training in Morton High School of Richmond,
Indiana

Commercial training started in Morton High School at the time of its opening in the fall of 1910. The curricula of the high school included a well-balanced commercial training. It offered the same courses as are now being given with the exception that a course in penmanship and spelling was included in the commercial department.

Table I shows that there were 340 graduates of the commercial courses in the ten-year period under study, 1926-1935, but only 177 are included in this study, which is about fifty per cent of the total number graduated. This is due to the fact that thirty-four were not interviewed because they have not had a job since graduation and the remaining 129 could not be located. It also was found that many of these graduates had married and moved out of town.

The usual reply in answer to inquiries concerning these graduates was to the effect that he or she had moved to Dayton, Chicago, or New York.

TABLE I
THE SUBJECTS OF THE STUDY

Year	No. graduated from commercial courses	No. graduates used in gathering data
1926	42	16
1927	46	17
1928	37	22
1929	35	17
1930	28	14
1931	28	17
1932	33	16
1933	32	19
1934	31	19
1935	28	20
Total	340	177

Commercial courses of the high school

Table II shows that bookkeeping, shorthand, and type-writing were given preference. Pupils were allowed to pursue these three subjects two years each with the exception of bookkeeping and those pupils who showed a special aptitude for the subject could elect an additional year.

Office practice, commercial law, and commercial English were the subjects given the next preference. One year of office practice was offered for three years; the remaining years it was offered only as a one-semester subject.

TABLE II

COMMERCIAL COURSES IN MORTON HIGH SCHOOL
DURING PERIOD OF YEARS UNDER STUDY

Subject	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935
	Years	Years	Years	Years	Years	Years	Years	Years	Years	Years
Bookkeeping	2	2	2	2	2	2	2	2	2	2
Business organization	1	0	0	0	0	0	$\frac{1}{2}$	0	$\frac{1}{2}$	$\frac{1}{2}$
Commercial arithmetic	1	0	$\frac{1}{2}$	$\frac{1}{2}$	1	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1
Commercial English	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1
Commercial geography	0	0	0	0	0	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1	1
Commercial law	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1	$\frac{1}{2}$
Salesmanship	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	0	0	0	0	0
Shorthand	2	2	2	2	2	2	2	2	2	2
Typewriting	2	2	2	2	2	2	2	2	2	2
Office practice	$\frac{1}{2}$	$\frac{1}{2}$	1	1	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1

Commercial law and commercial English were offered as one-semester subjects with the exception of one year when they were tried as year subjects.

Commercial arithmetic was offered either as a one-semester or year subject with the exception of 1927 when it was omitted from the curriculum.

Salesmanship, offered as a one-semester subject the first five years of the period under study, was dropped and commercial geography was added. Commercial geography was offered as a one-semester subject until 1934 and 1935, when it was extended to a one-year course.

Purpose of commercial training

The pupils in Morton High School pursue certain commercial courses with a life plan of seeking employment as beginners in one or all three of the commercial fields: bookkeeping, stenography, and general office work. Commercial training as taught in Morton High School, then, is for the express purpose of training bookkeepers, stenographers, and general office workers. It was with this in mind that the high school gave commercial courses.

The results of Table III indicate that more graduates studied bookkeeping and typewriting than any other subject offered in the commercial curriculum. All of the graduates included in this study took at least one semester of each.

TABLE III

NUMBER AND PERCENTAGE OF PUPILS WITH SEMESTERS
OF TRAINING IN THE COMMERCIAL
SUBJECTS

Subjects	No. of students with number of semester's training												Total hav- ing had training	
	Semesters													
	1	2	3	4	5	6							No.	Per cent
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent			
Bookkeeping	33	18.64	72	40.68	9	5.09	50	28.25	11	6.21	2	1.13	177	100.00
Bus. organ.	26	96.30	1	3.70									27	15.25
Com. arith.	58	93.55	4	6.45									62	35.03
Com. Eng.	147	94.84	8	5.16									155	87.57
Com. geog.	34	85.00	6	15.00									40	22.60
Com. law	125	100.00											125	70.62
Salesmanship	27	100.00											27	15.25
Shorthand	2	1.52	15	11.36	19	14.39	96	72.73					132	74.58
Typewriting			58	32.77	12	6.78	107	60.45					177	100.00
Off. practice	106	92.98	8	7.02									114	64.41

subject. Next in line of the purely vocational subjects was shorthand. There were 132 graduates (74.56 per cent) who studied this subject two or more semesters.

It is interesting to note that 155 pupils (87.57 per cent) studied commercial English. Commercial English was a required subject for those pupils who expected to make use of bookkeeping or shorthand in their life's work.

The popular subjects

The length of time that commercial subjects were studied makes bookkeeping, typewriting, and shorthand seem the most popular subjects.

The modal length of time that bookkeeping was studied was two semesters, representing 40.68 per cent of the pupils who took that subject. The second modal point for bookkeeping is that of four semesters, with 28.25 per cent of the number who were enrolled in bookkeeping courses.

Fifty-eight graduates (32.77 per cent) studied the subject of typewriting two semesters, while 107 (60.45 per cent) studied typewriting four semesters.

The modal length of time shorthand was taken was four semesters, representing 72.73 per cent of the pupils who started out with the subject and carried it for that length of time.

Table III indicates the amount of time devoted to each

of these four subjects: business organization, commercial arithmetic, commercial law, and office practice were about the same, even though some were taken by more pupils than others.

Commercial law and salesmanship were offered as one-semester courses, but those taking the subjects varied a great deal in number.

Commercial geography was offered in the place of salesmanship during the last five years of the period under study. There were forty pupils who took commercial geography compared to twenty-seven who took salesmanship in the preceding five years. There was nothing in this study that would point to the fact that commercial geography would be more helpful to commercial graduates than salesmanship; however, there was much information that pointed in the opposite direction.

The most popular subjects in the commercial curriculum, based on the average number of weeks studied per graduates, were shorthand, typewriting, and bookkeeping. This fact is brought out in Table IV.

The 132 graduates studying shorthand spent on an average 64.50 weeks in pursuing this subject. Next in line was typewriting with an average of 58.98 weeks spent by the 177 pupils who took the subject. The average number of weeks spent in the study of bookkeeping was 47.90 weeks by 177 pupils, the same number that took typewriting.

TABLE IV
 NUMBER OF PUPILS, TOTAL WEEKS, AND AVERAGE
 NUMBER OF WEEKS SPENT ON VARIOUS COM-
 -MERCIAL SUBJECTS

Subjects	Number of students	Total weeks	Average number of weeks studied per graduate
Bookkeeping	177	8,478	47.90
Business organization	27	504	18.67
Commercial arithmetic	62	1,188	19.16
Commercial English	155	2,934	18.93
Commercial geography	40	828	20.70
Commercial law	125	2,250	18.00
Salesmanship	27	486	18.00
Shorthand	132	8,514	64.50
Typewriting	177	10,440	58.98
Office practice	114	2,196	19.26

Commercial geography was studied an average of 20.70 weeks. Office practice with an average of 19.26 weeks per graduate was next in popularity. The graduates studying commercial arithmetic spent an average of 19.16 weeks on the subject.

The figures given in commercial English and business organization indicate that about the same amount of training was devoted to each subject. Commercial law and salesmanship were studied the same length of time.

The particular type of training necessary for the graduates to hold their various jobs is indicated in Table V. Ninety-six said that a knowledge of bookkeeping was necessary in the first jobs they held, while 57 said it was unnecessary. In the second jobs held by these graduates, 65 said that it was necessary for them to have a knowledge of bookkeeping, but 25 said that it was unnecessary. In the third positions held by these graduates, 39 said that a knowledge of bookkeeping was necessary, while 10 indicated that such training was not needed.

In the fourth positions, 14 indicated that a knowledge of bookkeeping was necessary, while 14 said it was not.

From this it is apparent that the need for a knowledge of bookkeeping increases from the first position held to the fourth position. It is reasonable to believe from these data that as these graduates advanced in their work and transferred from one job to another, they moved into positions where they used a knowledge of bookkeeping.

The same conclusions as are assumed for the study of

TABLE V

NUMBER OF GRADUATES WHO INDICATE THAT A KNOWLEDGE
OF COMMERCIAL SUBJECTS WAS REQUIRED
IN THE VARIOUS JOBS

Subjects	Was knowledge of subject required in:							
	1st job?		2nd job?		3rd job?		4th job?	
	Yes	No	Yes	No	Yes	No	Yes	No
Bookkeeping	96	81	65	51	39	29	14	14
Bus. organ.	12	15	8	10	5	4	3	0
Com. arith.	44	18	29	14	22	5	10	2
Com. Eng.	104	51	68	35	45	14	17	8
Com. geog.	3	37	5	18	6	9	0	5
Com. law	33	92	22	60	21	25	4	14
Selling	13	14	7	9	8	6	3	3
Shorthand	90	42	56	33	28	22	12	6
Typewriting	126	51	79	37	45	23	19	9
Off. practice	93	21	58	15	33	8	13	4

bookkeeping may be drawn from the data given in all the other subjects with the exception of commercial geography and commercial law. These two subjects indicate that as the graduates advanced in their positions, they did not have a need for a knowledge of these subjects.

The data in Table VI reveals the same information given in Table V, except that it is expressed in percentages, while in Table V the number of graduates is given. It is very evident from the material shown in Tables V and VI that the graduates going into their respective jobs used the material studied in school.

It is clear, then, that the beginners as well as the more experienced graduates used the material studied in school. This was probably due to the fact that several of the graduates started in minor clerical and selling positions.

This is true for all subjects indicated in Table V, with the exception of commercial geography and commercial law, although there are slight differences in the degree to which some subjects were used in the second, third, and fourth jobs.

Was the training sufficient?

The real test or challenge as to whether his training has been sufficient to prepare him for his work confronts the individual when he goes out to put this training into practice.

TABLE VI

PERCENTAGE OF GRADUATES WHO INDICATE THAT A KNOWLEDGE
OF COMMERCIAL SUBJECTS WAS REQUIRED
IN THE VARIOUS JOBS

Subjects	Was knowledge of subject required in:							
	1st job?		2nd job?		3rd job?		4th job?	
	Yes per cent	No per cent	Yes per cent	No per cent	Yes per cent	No per cent	Yes per cent	No per cent
Bookkeeping	54.24	45.76	56.03	43.97	57.35	42.65	50.00	50.00
Bus. organ.	44.44	55.56	44.44	55.56	55.56	44.44	100.00	.0
Com. arith.	70.97	29.03	67.44	32.56	81.48	18.52	83.33	16.67
Com. English	67.09	32.91	66.02	33.98	76.27	23.73	68.00	32.00
Com. geog.	7.50	92.50	21.74	78.26	40.00	60.00	.0	100.00
Com. law	26.40	73.60	26.83	73.17	45.65	54.35	22.22	77.78
Salesmanship	48.15	51.85	43.75	56.25	57.14	42.86	50.00	50.00
Shorthand	69.18	30.82	62.92	37.08	56.00	44.00	66.67	33.33
Typewriting	71.19	28.81	68.10	31.90	66.18	33.82	67.86	32.14
Off. practice	81.58	18.42	79.45	20.55	80.49	19.51	76.47	51.85

The graduates who responded indicate in Table VII the degree of proficiency they possessed in the positions they had secured. Data as to whether they were properly trained, and as to whether this training was sufficient or insufficient to meet the requirements of their jobs are also shown in this

TABLE VII

NUMBER AND PERCENTAGE OF GRADUATES WHOSE TRAINING IN COMMERCIAL SUBJECTS WAS SUFFICIENT OR INSUFFICIENT TO MEET THE REQUIREMENTS OF THEIR JOB

Subjects	Sufficient training		Insufficient training	
	No.	Per cent	No.	Per cent
Bookkeeping	171	96.61	6	3.39
Business organization	26	96.30	1	3.70
Commercial arithmetic	62	100.00	0	.0
Commercial English	144	92.91	11	7.09
Commercial geography	40	100.00	0	.0
Commercial law	119	95.20	6	4.80
Salesmanship	25	92.59	2	7.41
Shorthand	126	95.45	6	4.55
Typewriting	173	97.74	4	2.26
Office practice	111	97.37	3	2.63

table. There are 171 (96.61 per cent) who say they had sufficient training in the subject of bookkeeping to handle their work efficiently. On the other hand, 6 (3.39 per cent), who had identically the same training, say they were not prepared for the type of work they were doing, because the training was insufficient. In typewriting 173 (97.74 per cent) indicate that they had sufficient training to meet the requirements of their job, while 4 (2.26 per cent) say that they were not prepared for their particular work. Those who were engaged in shorthand, 126 (95.45 per cent), indicate that they had sufficient training to meet the requirements of their job, while 6 (4.55 per cent) say they were not prepared for their particular work. In commercial arithmetic 62 (100 per cent) say that their training was sufficient to enable them to hold their positions.

A similar result is shown in the case of commercial geography; 40 (100 per cent) say that their training was sufficient to meet the requirements of their jobs. It is reasonable to believe from the facts shown in Table VII that Morton High School is doing an excellent work of training their commercial graduates.

SUMMARY

It is apparent for the group of 177 who are included in this study that bookkeeping, typewriting, and shorthand are by far the most helpful subjects studied by these graduates.

These data seem to indicate that the commercial department is putting sufficient emphasis on the amount of time devoted to each subject in order to equip its graduates with sufficient knowledge for entrance into their first, second, third, and fourth jobs. The data also indicates that a knowledge in all the subjects of the commercial curriculum, with exception of commercial geography and commercial law, is required by the graduates in going from one job to another.

CHAPTER III
STUDY OF JOBS

Graduates who did not secure jobs

There were 34 graduates who were located but not interviewed because they had not been able to get a job of any kind since graduation. Most of these graduates were girls and at the present time are either married or helping their mothers at home.

How jobs were obtained

The information shown in Table VIII indicates how these graduates secured their positions. It is interesting to note through what channels jobs were secured when the pupils were prepared for them. Forty-eight (27.12 per cent) indicate that they secured their positions through friends, and twenty-two (12.42 per cent) through relatives. Thirty-five (19.77 per cent) gave the schools credit for securing their positions for them. Three (1.71 per cent) report that they obtained their positions through advertising, and sixty-nine (38.98 per cent) obtained their jobs through personal application.

In the four different jobs held by part of these graduates, it is shown clearly that by far the majority of the positions secured were secured through the graduates' own efforts by personal application. It also is noticeable that the longer period of time from graduation, the less the graduates depend upon the school for aid in securing a

TABLE VIII
HOW JOBS WERE OBTAINED

Job	Friends		Relatives		School		Advertise- ment		Personal Application	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1	48	27.12	22	12.42	35	19.77	3	1.71	69	38.98
2	33	28.45	10	8.62	10	8.62	2	1.72	61	52.59
3	14	20.60	1	1.47	6	8.82	5	7.35	42	61.76
4	7	25.00	1	3.57	1	3.57	1	3.57	18	64.29

position. This is as it should be, because after the graduate has filled one position, his record there should be instrumental in helping him secure the next position. While Morton High School, Richmond, Indiana, does not have a regular placement bureau, it exerts every effort to help place its graduates.

Ease or difficulty in securing jobs

The ease or difficulty experienced by graduates in securing their first jobs is shown in Table IX. One hundred and forty-eight (83.61 per cent) of the graduates indicate that it was easy to get their first positions. While on the other hand, 29 (16.39 per cent) of the graduates say that it

was difficult to secure their first jobs. Ninety-two (79.31 per cent) of the graduates say that it was easy for them to secure work in their second jobs, while 24 (20.69 per cent) say that they found it difficult to secure employment in the second position. It is noticeable that the percentages for securing third and fourth positions are the same.

It is reasonable to assume that an individual's experience and business association would aid him in locating a desirable position. However, it must be kept in mind that this study was conducted over a ten-year period of time in which there were five good years offset by five poor ones. This may account for the fact that there were only 75 per cent of the graduates who found it easy to get their third and fourth jobs

TABLE IX
NUMBER AND PERCENTAGE OF GRADUATES WHO
HAD DIFFICULTY IN SECURING JOBS

Job No.	Graduates finding job easy to get		Graduates finding job difficult to get	
	No.	Per cent	No.	Per cent
1	148	83.61	29	16.39
2	92	79.31	24	20.69
3	51	75.00	17	25.00
4	21	75.00	7	25.00

Satisfaction or dissatisfaction with jobs

The individual who is satisfied with the work he is doing usually makes the happier and more efficient worker. While on the other hand, if one is dissatisfied with the work he is doing, a poor grade of service is likely to be rendered. In Table X, the graduates express their satisfaction or dissatisfaction with their jobs.

One hundred twenty-one (68.36 per cent) of the graduates say that they were satisfied with the work they were doing in their first jobs. Fifty-six (31.64 per cent) state that they were dissatisfied with the type of work they were doing in their first jobs.

In the second jobs, 83 (71.56 per cent) express their satisfaction with the type of work required in this position. Thirty-three (28.45 per cent) indicate that they were not satisfied with the kind of work to be performed in their second jobs.

In the third positions they held, 43 (63.24 per cent) say that they were satisfied with the type of work to be done, while 25 (36.76 per cent) were dissatisfied with the work.

Those graduates who held a fourth position, 22 (78.58 per cent), indicate satisfaction with their work, while 6 (21.42 per cent) express dissatisfaction. As a group, it appears that these graduates are fairly well satisfied with their work when they have reached their fourth positions.

TABLE X
NUMBER AND PERCENTAGE SATISFIED OR DISSATISFIED
WITH THEIR JOBS

Job	Graduates satisfied		Graduates dissatisfied	
	No.	Per cent	No.	Per cent
1	121	68.36	56	31.64
2	83	71.55	33	28.45
3	43	63.24	25	36.76
4	22	78.58	6	21.42

It was unfortunate that when a few of the graduates changed from one position to another, they were not able to locate a job in which they would be satisfied. However, it is true that these dissatisfied persons are not the same individuals all the way through the study; some were dissatisfied with first jobs but were contented with second jobs, etc.

Additional training above high school

In Table XI is given the number of graduates who indicate they took additional training above high school. Twenty-five (51.02 per cent) attended the local business college. Two more graduates, each representing 2.04 per cent of the group, attended other business colleges. The reason for a large percentage of the graduates attending these institutions is probably that they elected too few commercial courses in high school for a career of business.

TABLE XI

PLACE, NUMBER AND PERCENTAGES OF GRADUATES WHO
INDICATED THEY TOOK ADDITIONAL TRAINING
ABOVE HIGH SCHOOL

Place of additional training	Number	Per cent
Richmond Business College	25	51.02
Correspondence School	9	18.37
Earlham College	6	12.25
Anderson Business College	1	2.04
Nelson Business College	1	2.04
Simplex Training School	1	2.04
Indiana State Teachers College	1	2.04
Lincoln University	1	2.04
University of Chicago	1	2.04
N. J. C. of Optometry	1	2.04
Ohio State Bureau of Criminal Investigation	1	2.04
Swift and Co. Private School	1	2.04
Total	49	100.00

Next in line of the places of additional training was correspondence schools with 9 (18.37 per cent) graduates enrolling in courses offered for home study. These courses, like those taken in business college, were sought with an idea of increasing the opportunities for better business positions.

Six graduates (12.25 per cent) attended Earlham College, a local liberal arts institution, for a period of one year. There were 3 graduates, each representing 2.04 per cent of the group, who attended colleges. The colleges attended were Indiana State Teachers College, Lincoln University, and University of Chicago.

The remaining places of additional training were attended either as a prerequisite to a job or as a means of obtaining promotion within a firm.

The length of time after graduation before securing their first job

The first question that appears in the mind of the graduate after he has received his high school diploma is when will he secure his first job. The answer to this question is found in the data of Table XII. Fifty-nine graduates (33.33 per cent) indicate they obtained their first job at the time of graduation.

One month after graduation 23 (12.99 per cent) graduates were employed, while 18 (10.17 per cent) say it took them 6 months. Sixteen (9.04 per cent) indicate it required 3 months time before they could get a job.

It is interesting to note that 19 (10.73 per cent) graduates spent 12 months looking for work before they obtained it. On the other hand, 13 (7.34 per cent) say they spent

TABLE XII

LENGTH OF TIME, NUMBER AND PERCENTAGE OF GRADUATES
WHO INDICATED WHEN THEY OBTAINED
THEIR FIRST JOB

Length of time before job was obtained	Number	Per cent
At once	59	33.33
1 month	23	12.99
2 months	10	5.65
3 months	16	9.04
4 months	5	2.82
5 months	4	2.26
6 months	18	10.17
7 months	0	.0
8 months	6	3.39
9 months	1	.57
10 months	1	.57
11 months	1	.57
12 months	19	10.73
24 months	13	7.34
36 months	1	.57
Total	177	100.00

24 months seeking employment, while 1 (.57 per cent) spent a total of 36 months before finally finding a job.

From these data it was ascertained that the median time required to get a job was 8.5 months. This is true unless the graduate has a job at the time of graduation. The median time required to secure a position is somewhat increased because there are several graduates of the high school who pursued some form of higher education.

Reasons for changing jobs

The reasons for changing jobs are shown in Table XIII. It is evident from the data that the most important reasons for changing jobs were better job and better salary.

Of 134 graduates, 26 say that they changed from first to second jobs because of a better job. The same number say they changed because of a better salary. Twenty were forced to change because they were laid off from their first job. Thirteen changed because the work was only temporary, and 10 changed because they preferred work different from what they were doing.

In changing from second to third jobs, and from third to fourth jobs, the same reasons in about the same proportions were given by the graduates, as when they changed from first to second jobs.

TABLE XIII

NUMBER AND PERCENTAGE OF GRADUATES
INDICATING REASONS FOR CHANGING JOBS

Reasons for changing	No. of graduates changing from:				Total No.	Per cent
	1st to 2nd job	2nd to 3rd job	3rd to 4th job			
Better job	26	13	10	49	19.92	
Better salary	26	12	6	44	17.88	
Laid off	20	10	4	34	13.82	
Temporary	13	8	2	23	9.34	
Preference	10	6	3	19	7.72	
Chance for advancement	7	5	3	15	6.10	
Business failed	4	4	2	10	4.00	
Married	2		5	7	2.85	
Firm moved	6			6	2.44	
Steadier employment	1	4	1	6	2.44	
Better working con- ditions	4	1		5	2.03	
Bad working con- ditions		3	1	4	1.63	
More interesting	2	2		4	1.63	
Shorter hours	3		1	4	1.63	
Business for self		1	2	3	1.22	
To get experience	3			3	1.22	
Changed managers	1		1	2	.81	
College	1	1		2	.81	
No chance for advancement	1	1		2	.81	
Better hours	1			1	.41	
Employer died	1			1	.41	
Family difficulties	1			1	.41	
Sickness	1			1	.41	
Total	134	71	41	246	100.00	

Chief duties performed on the job

A question in the minds of most pupils when taking commercial courses is what will be expected of them when they get out of school and on the jobs. The answer to this question may be found in the data shown in Table XIV.

Before the data concerning Table XIV are interpreted, it might be well to say that one person may have performed one or more of the duties listed. Also it must be kept in mind that in tabulating the answers concerning duties, that when shorthand or dictation was given as a duty performed, credit was not given typing, which would of necessity go along with shorthand. If the data for typing included those persons taking shorthand, they would make typing, without doubt the most important duty performed by the graduates.

Table XIV indicates that 46 out of 196 duties in the graduates' first job were those of being able to write shorthand. The next most important was that of bookkeeping, with 34 who indicated they performed it as one of their duties. Typing and selling were tied with 27 weeks for the next largest number of duties performed.

Twenty graduates say they did general office work as one of their chief duties and 14 indicated they did clerical work (office work not selling). Filing, with 13 who did this type of work, was next of the office duties performed. Following filing came the work of the cashier with 3 who performed his duties.

TABLE XIV

DUTIES, NUMBER AND PERCENTAGE OF GRADUATES
WHO INDICATE DUTIES PERFORMED
ON COMMERCIAL JOBS

Duties	No. of graduates doing work in:				Total	
	1st job	2nd job	3rd job	4th job	No.	Per cent
Shorthand	46	24	17	7	94	22.88
Bookkeeping	34	21	11	2	68	16.55
Typing	27	11	7	3	48	11.68
Selling	27	20	16	2	65	15.82
General office	20	10	10	2	42	10.25
Clerical	14	6	6	1	27	6.57
Filing	13	3	3	3	22	5.36
Cashier	3	5	3	2	13	3.17
Handling collections	3	2	1		6	1.46
Payroll clerk	3	1			4	.98
Figuring costs		2	1		3	.73
Proofreading		2			2	.49
Keeping stock records	1	1			2	.49
Timekeeper		1			1	.24
Timestudy				1	1	.24
Carrying mail	1				1	.24
Checking enumeration		1			1	.24
Editorial writing		1			1	.24
Taking legal dictation			1		1	.24
Art work and advertising			1		1	.24
Production men			1		1	.24
Writing bills of lading		1			1	.24
Purchasing	1				1	.24
Keeping court records		1			1	.24
Sending out school supplies	1				1	.24
Cutting stencils	1				1	.24
Attendance records		1			1	.24
Use of slide rule	1				1	.24
Total	196	114	78	23	411	100.00

These same eight duties, which were outlined in the preceding paragraphs, carried their respective places at the top of the list of duties performed by commercial workers in all four jobs.

It is very interesting to note that graduates working in commercial jobs spent most of their time performing duties in one or more of the first eight duties listed in Table XIV.

Graduates who could not find employment in commercial work look to some other field of endeavor for a job. The duties performed by the so-called non-commercial workers are shown in Table XV.

TABLE XV

DUTIES, NUMBER AND PERCENTAGE OF GRADUATES WHO INDICATE DUTIES PERFORMED BY NON-COMMERCIAL WORKERS

Duties	No. of graduates doing work in:					Total	
	1st job	2nd job	3rd job	4th job	No.	Per cent	
Factory work (general)	11	6	3	1	21	36.84	
Waiting tables	5	5	1	2	13	22.81	
House work	1	2	2		5	8.78	
Painting	3	1			4	7.02	
Caring for invalids	2		1		3	5.27	
Running elevator	2		1		3	5.27	
Baking			1	1	2	3.51	
Caring for children	1				1	1.75	
Nursery school			1		1	1.75	
Grade teacher		1			1	1.75	
Carpentry	1				1	1.75	
Truck driver			1		1	1.75	
Growing roses	1				1	1.75	
Total	27	15	11	4	57	100.00	

The major portion of the non-commercial workers indicated that they are either doing factory work or waiting tables. It is evident from Table XV that the major portion of non-commercial work is being done by graduates in their first jobs. The fact that some cannot get commercial jobs upon graduation accounts for the number pursuing non-commercial work until they can get what they want.

Machines used on the job

The use made of office machinery is given in Table XVI. Fourteen graduates used machines in their first job, while none say they used them in their second job. In the third and fourth jobs only a few graduates used machines.

Of the 14 graduates using machines in their first job, 5 indicate they operated a telephone switch board for inter-office communications. Four say they operated billing machines.

In the second job held by those graduates, 2 out of 9 indicate they operated a telephone switch board, and 2 say they ran a multigraph.

It is safe to assume that commercial workers as beginning employees operate some of the simpler office machinery, but as they go into their third and fourth positions, they are given other office duties which are not being handled by machines.

TABLE XVI

MACHINES USED BY COMMERCIAL WORKERS,
NUMBER AND PERCENTAGE OF GRADUATES WHO USED THEM

Machines used	No. of graduates doing work on:				Total	
	1st job	2nd job	3rd job	4th job	No.	Per cent
Telephone switch board	5	2			7	26.91
Billing machine	4			1	5	15.37
Bookkeeping machine	1		1		2	7.69
Mimeograph	1	1			2	7.69
Multigraph		2			2	7.69
Adding machine	1				1	3.85
Addressograph		1			1	3.85
Comptometer		1			1	3.85
Dictaphone				1	1	3.85
Ditto		1			1	3.85
Posting machine	1				1	3.85
Teletype		1			1	3.85
Transit				1	1	3.85
Western Union Operator	1				1	3.85
Total	14	9	1	3	26	100.00

Work performed for which there was no specific training given in high school

It is nearly impossible for any high school to meet the requirements put upon its graduates for training along certain lines. However, some of the duties performed by graduates for which there was no specific training given in high schools are shown in Table XVII.

TABLE XVII

DUTIES AND NUMBER OF GRADUATES WHO INDICATE DUTIES
PERFORMED ON COMMERCIAL JOBS FOR WHICH THEY
RECEIVED NO SPECIFIC TRAINING IN HIGH SCHOOL

Duties	No. of graduates doing work in:					Total	
	1st job	2nd job	3rd job	4th job	No.	Per cent	
Selling	5	5	4	1	15	24.21	
Clerical	5			1	6	9.68	
Handling collections	2	2			4	6.45	
Assisting dentist at chair	2			1	3	4.84	
Bookkeeping		2	1		3	4.84	
Business management	2	1			3	4.84	
Figuring costs	1	1		1	3	4.84	
Cashier	1	1			2	3.23	
Filing	2				2	3.23	
Payroll clerk	2				2	3.23	
Proofreading	1	1			2	3.23	
Statistical analysis of charts	1	1			2	3.23	
Art work			1		1	1.61	
Auditing			1		1	1.61	
Bank vault custodian			1		1	1.61	
Composing own letters		1			1	1.61	
Mixing chemicals		1			1	1.61	
Purchasing	1				1	1.61	
Keeping stock records	1				1	1.61	
Publicity work			1		1	1.61	
Routing shipments		1			1	1.61	
First aid	1				1	1.61	
Scientific criminal investigation		1			1	1.61	
Writing deeds, contracts, and abstracts	1				1	1.61	
Keeping relief records	1				1	1.61	
Slide rule calculations	1				1	1.61	
Telegraphy	1				1	1.61	
Total	31	18	9	4	62	100.00	

Of the total number of duties performed by commercial workers for which they had no specific training in high school, 15 (24.21 per cent) of these duties were in the field of selling.

It is evident in the list of duties given in Table XVII that in addition to the one specific duty of selling there are several duties performed which require a knowledge of salesmanship.

It is reasonable to assume that if 24.21 per cent of the duties performed by graduates on commercial jobs for which there was no specific training given in high school are in the field of selling, a course should be offered to take care of this need.

Machines used for which there was no specific training given in high school

The number of graduates who indicate that they had no specific training in high school in the machines they used is given in Table XVIII.

The use of the billing machine was highest with 3 (21.45 per cent) of the total 14 graduates using machines. Next was the operation of the telephone switch board with 2 (14.29 per cent). Each of the other machines was used by 1 (7.14) graduates, however, he had received no specific training on this machine in high school.

The small number of individuals in this table, only 14, does not enable much reliance to be placed upon the findings

TABLE XVIII

NUMBER OF GRADUATES USING COMMERCIAL MACHINES
FOR WHICH THEY HAD NO SPECIFIC TRAINING

Machines used	No. of graduates doing work on:				Total	
	1st job	2nd job	3rd job	4th job	No.	Per cent
Billing machine	3				3	21.45
Telephone switch board		2			2	14.29
Addressograph	1				1	7.14
Bookkeeping machine			1		1	7.14
Dictaphone				1	1	7.14
Ditto		1			1	7.14
Mimeograph		1			1	7.14
Multigraph		1			1	7.14
Posting machine	1				1	7.14
Teletype		1			1	7.14
Transit machine				1	1	7.14
Total	5	6	1	2	14	100.00

for those who have had no specific training in office machine operation.

Weeks worked on commercial jobs

One of the questions that arises in the mind of the graduate after he has secured his first job is how long will he work on this job. The answer to this question may be found in Table XIX.

Of the 154 graduates who worked as commercial workers in their first jobs, 33 (21.43 per cent) say they spent 1 to 16 weeks on their first job, while 20 (12.99 per cent) spent from 49 to 64 weeks. The next largest number of weeks worked was by 18 graduates (11.69 per cent), who spent from 17 to 32 weeks on the job. An equal number of graduates spent from 97 to 112 weeks.

A median number of weeks worked by the graduates on their first jobs was 76 weeks or approximately a period of one and one-half years. On the second job, the weeks worked by graduates were less than the median spent on the first job.

The median time spent on the third job was slightly more than on the second. The graduates spent a median time of 52.16 weeks on the third job and the first modal point was still in the period of from 1 to 16 weeks worked.

When the graduates have changed to their fourth jobs, the median time they worked there was 70 weeks. Several graduates interviewed were still on their fourth job, and this fact probably accounts for the median time worked on the fourth job being higher than on the second and third.

TABLE XIX

WEEKS SPENT ON DIFFERENT COMMERCIAL JOBS,
NUMBER AND PERCENTAGE OF GRADUATES
WORKING ON THESE JOBS

Number and percentage of graduates working on these jobs								
Weeks worked	1st job		2nd job		3rd job		4th job	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1- 16	33	21.43	25	25.26	14	25.00	6	26.09
17- 32	18	11.69	15	15.15	5	8.92	3	13.04
33- 48	11	7.14	4	4.04	7	12.49	1	4.35
49- 64	20	12.99	16	16.16	6	10.71	4	17.38
65- 80	8	5.19	4	4.04	4	7.14	3	13.04
81- 96	1	.65	1	1.01				
97-112	18	11.69	13	13.13	4	7.14	2	8.70
113-128			1	1.01				
129-144	8	5.19	2	2.02	1	1.79		
145-160	7	4.54	4	4.04	6	10.71		
161-176	1	.65	1	1.01				
177-192	3	1.95	2	2.02			2	8.70
193-208	5	3.24	5	5.05	2	3.57		
209-224	1	.65						
225-240			1	1.01			1	4.35
241-256	1	.65			1	1.79		
257-272	2	1.30	2	2.02	1	1.79		
273-288	1	.65			1	1.79		
289-304								
305-320	4	2.60	1	1.01	1	1.79	1	4.35
321-336								
337-352			2	2.02	1	1.79		
353-368	4	2.60			1	1.79		
369-384	1	.65						
385-400	1	.65						
401-416	2	1.30						
417-432	2	1.30			1	1.79		
433-448	1	.65						
449-464								
465-480								
481-496								
497-513	1	.65						
Totals	154	100.00	99	100.00	56	100.00	23	100.00
Median	76		52		52.16		70	

It is true that in every job the modal point for the weeks worked will be from 1 to 16 weeks. The majority of the graduates worked for the longest period of time on their first jobs.

Weeks worked on non-commercial jobs

The number of weeks spent on different non-commercial jobs is given in Table XX. The graduates reported 5 (22.72 per cent) of the 22 spent 1 to 16 weeks, and a like number from 17 to 32 weeks. The median number of weeks worked in the first job was 56 weeks, or a little over one year.

In the second non-commercial job, 4 out of 16 reported that they worked 1 to 16 weeks, and a like number reported that they worked 46 to 64 weeks. The median number of weeks in the third job was the same as in the second job, while the median time worked was reduced in the fourth job to 65.7 weeks.

The information given in Table XX may be of benefit to those graduates who are pursuing work in non-commercial jobs who would prefer to get into commercial work, and who would like to know how long they will have to work in certain non-commercial jobs before they can get employment in the commercial field.

Median weeks worked on commercial and non-commercial jobs

A comparison of the weeks worked in commercial and non-commercial positions by the entire group of graduates,

TABLE XX

WEEKS SPENT ON DIFFERENT NON-COMMERCIAL JOBS,
NUMBER AND PERCENTAGE OF GRADUATES
WORKING ON THE JOBS

Number and percentage of graduates working on the jobs								
Weeks worked	1st job		2nd job		3rd job		4th job	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1- 16	5	22.72	4	25.00	2	16.67	1	20.00
17- 32	5	22.72	2	12.50	3	25.00		
33- 48	2	9.09	1	6.25	1	8.33		
49- 64	3	13.63	4	25.00			2	40.00
65- 80	2	9.09	1	6.25	2	16.68	1	20.00
81- 96								
97-112	1	4.55	1	6.25	1	8.33		
113-128								
129-144	1	4.55						
145-160	1	4.55	2	12.50	1	8.33	1	20.00
161-176								
177-192								
193-208	1	4.55			1	8.33		
209-224								
225-240								
241-256								
257-272	1	4.55						
273-288								
289-304								
305-320								
321-336			1	6.25				
337-352								
353-368								
369-384					1	8.33		
Totals	22	100.00	16	100.00	12	100.00	5	100.00
Median	56		68		68		65.7	

in first, second, third, and fourth jobs is presented in Table XXI.

In combining the two classifications, it readily can be seen that the median time worked for the first jobs pursued is much lower for the graduates who worked in non-commercial jobs than for the graduates engaged in commercial jobs. This also is true in the fourth job; while in the second and third jobs the non-commercial graduates held their jobs longer than did the commercial graduates.

It is evident from these data that graduates who secured commercial work in their first job stayed with it longer than those who were forced to seek employment in non-commercial endeavor. This may be due to the fact that they probably were better satisfied with their work. The graduates working in their fourth positions as commercial workers held their jobs longer than the non-commercial because they liked the work and didn't change, it would seem.

The graduates working as non-commercial workers on their second and third jobs stayed with those jobs longer than did the commercial groups, all of which is probably due to the fact that they could not secure better positions, salaries, or working conditions, and rather than change they continued in their work until they located a job which was to their liking.

TABLE XXI

WEEKS SPENT ON COMMERCIAL AND NON-COMMERCIAL JOBS,
NUMBER AND PERCENTAGE OF GRADUATES
WORKING ON THESE JOBS

Weeks worked	Number and percentage of graduates working on these jobs							
	1st job		2nd job		3rd job		4th job	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1- 16	38	21.59	29	25.21	16	23.53	7	25.00
17- 32	23	13.07	17	14.78	8	11.77	3	10.72
33- 48	13	7.39	5	4.35	8	11.77	1	3.57
49- 64	23	13.07	20	17.39	6	8.82	6	21.43
65- 80	10	5.68	5	4.35	6	8.82	4	14.29
81-96	1	.57	1	.87				
97-112	19	10.79	14	12.17	5	7.35	2	7.14
113-128			1	.87				
129-144	9	5.11	2	1.74	1	1.47		
145-160	8	4.54	6	5.22	7	10.30	1	3.57
161-176	1	.57	1	.87				
177-192	3	1.70	2	1.74			2	7.14
193-208	6	3.41	5	4.35	3	4.41		
209-224	1	.57						
225-240			1	.87			1	3.57
241-256	1	.57			1	1.47		
257-272	3	1.70	2	1.74	1	1.47		
273-288	1	.57			1	1.47		
289-304								
305-320	4	2.27	1	.87	1	1.47	1	3.57
321-336	4		1	.87				
337-352			2	1.74	1	1.47		
353-368	4	2.27			1	1.47		
369-384	1	.57			1	1.47		
385-400	1	.57						
401-416	2	1.14						
417-432	2	1.14			1	1.47		
433-448	1	.57						
449-464								
465-480								
481-496								
497-512	1	.57						
Totals	176	100.00	115	100.00	68	100.00	28	100.00
Median		73.6		69.2		69.2		72

The modal point of the combined groups is the group that worked from 1 to 16 weeks. This is also the mode for those in the second, third, and fourth jobs. The percentages of graduates holding first, second, third, and fourth jobs and working the modal length of time (1 to 16) are respectively 21.59, 25.21, 23.53, and 25.00 per cent.

SUMMARY

It is indeed a sad state of affairs that out of 340 graduates 34 were not able to secure any kind of a job after graduation.

A study of the positions that were secured by the subject of this study, indicates that the majority secured their positions through personal application. However, the majority of the subjects of this study found it easy to secure jobs.

The study also indicates that there were 49 graduates who took additional training above high school, including 27 who sought further commercial preparation.

The chief duties performed on commercial jobs by graduates required a knowledge of shorthand, bookkeeping, typing, selling, general office practice, clerical work, filing, and the work of a cashier.

The major portion of the 177 graduates who were subjects of this study found employment in commercial jobs. It is a happy situation when a pupil goes through high school preparing himself for a certain line of work, and is able to find employment along those lines.

CHAPTER IV

SALARIES RECEIVED BY GRADUATES

Salary or wage per month for commercial positions

One of the foremost questions in the minds of the pupils who are just completing their high school work is what will they earn in their various jobs.

Table XXII shows just what income the 118 graduates who were engaged in commercial jobs for the period studied were able to secure in the various jobs they held.

It is shown that 30 graduates (25.42 per cent) received between \$51.00 and \$60.00 per month for their services. The median salary received by the group amounted to \$59.23 per month on the first jobs.

On the second jobs held by the graduates in commercial jobs, the median salary was \$66.67, which would indicate that their experience had gained for them an increase. The median salary of \$60.50 in the third job was lower than that shown by the people who held second jobs.

Undoubtedly, the reason for the graduates' median salary decreasing in the third job was due to the depression. It is a popular belief that a person with experience would receive more than one without experience as in the case of the first and second job.

The median salary, \$66.00 for those people who held fourth positions indicates that it was the highest for the group of commercial workers. This is as it should be for

TABLE XXII
MONTHLY SALARIES OF GRADUATES IN COMMERCIAL
JOBS, NUMBER AND PERCENTAGE
OF GRADUATES RECEIVING
EACH SALARY

Wage rate per month	Number and percentage of graduates in each commercial job							
	1st job		2nd job		3rd job		4th job	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
\$1.00-\$10.00	2	1.70						
11.00- 20.00	3	2.54	1	1.25	1	2.13	1	6.25
21.00- 30.00	10	8.47	3	3.75				
31.00- 40.00	20	16.95	11	13.75	8	17.02	2	12.50
41.00- 50.00	26	22.03	15	18.75	14	29.78	2	12.50
51.00- 60.00	30	25.42	15	18.75	9	19.15	5	31.25
61.00- 70.00	12	10.17	5	6.25	3	6.38	2	12.50
71.00- 80.00	11	9.32	18	22.50	5	10.64	2	12.50
81.00- 90.00	2	1.70	5	6.25				
91.00-100.00	2	1.70	4	5.00	1	2.13	2	12.50
101.00-110.00			1	1.25	1	2.13		
111.00-120.00					1	2.13		
121.00-130.00			1	1.25	2	4.25		
131.00-140.00			1	1.25	1	2.13		
141.00-150.00								
151.00-160.00								
161.00-170.00								
171.00-180.00					1	2.13		
Totals	118	100.00	80	100.00	47	100.00	16	100.00
Median		59.23		66.67		60.50		66.00

they have had the experience of three former jobs and several weeks of actual office training.

Salary or wage per month for non-commercial positions

It was found that several graduates were not able to secure employment in commercial positions. This may be due to a number of reasons, chief among them the fact that there may not be a vacancy or a position open in the particular work for which they were prepared. The graduates accepted the first position that presented itself and used it as a means of earning a living.

Those graduates who found it necessary to work in some line of work other than commercial were classified as non-commercial, and their salaries in the various jobs they held are shown in Table XXIII. It is evident from these data that this group earned less in their respective positions, with the exception of the first jobs, than the graduates who worked in the purely commercial positions. It is shown that the 18 who were forced into non-commercial positions in first jobs received a median salary of \$60.00, as compared with those who were working in commercial positions who received a median salary of \$59.23 in first jobs.

The 13 graduates who worked in non-commercial positions in their second jobs earned a median salary of \$52.50, as compared with the median salary of \$64.00 for those who were in commercial positions.

TABLE XXIII

MONTHLY SALARIES OF GRADUATES IN NON-COMMERCIAL
JOBS, NUMBER AND PERCENTAGE
RECEIVING EACH RATE

Number and percentage of graduates in each non-commercial job									
Salary	1st job		2nd job		3rd job		4th job		
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
\$1.00-\$10.00	1	5.56							
11.00- 20.00	1	5.56	2	15.39	1	10.00			
21.00- 30.00	3	16.66	3	23.07			2	40.00	
31.00- 40.00	1	5.56	1	7.69	1	10.00	1	20.00	
41.00- 50.00	3	16.66	2	15.39	3	30.00			
51.00- 60.00	1	5.56	1	7.69	1	10.00	2	40.00	
61.00- 70.00	3	16.66	1	7.69					
71.00- 80.00	2	11.11	2	15.39	3	30.00			
81.00- 90.00			1	7.69					
91.00-100.00	2	11.11							
101.00-110.00									
111.00-120.00	1	5.56			1	10.00			
Totals	18	100.00	13	100.00	10	100.00	5	100.00	
Median		60.00		52.50		60.00		45.00	

Individuals who were working in non-commercial positions in third jobs were able to earn practically the same as those who were working in commercial positions. The median salaries per month in the two cases were \$60.00 and \$60.50 respectively.

The group holding non-commercial positions in fourth jobs received a much lower salary than those who are in their fourth jobs in commercial work. This fact is shown by the median salary of \$45.00 for this kind of work, which is much lower than the median salary of \$66.00 earned in fourth jobs by the graduates doing commercial work. The small number of individuals involved, however, only 5, does not enable reliable conclusions to be drawn on this phase of the study.

These data indicate that the graduates who were able to secure positions along the lines of work in which they had special training were able to get better salaries than those who prepared for commercial work, but were forced to accept employment in other lines of work for which they were not properly trained.

Salaries in commercial and non-commercial positions

A comparison of the salaries of the entire group of graduates in commercial and non-commercial positions in first, second, third, and fourth jobs, is presented in Table XXIV.

TABLE XXIV

MONTHLY SALARIES OF GRADUATES IN FIRST, SECOND,
THIRD, AND FOURTH JOBS, COMMERCIAL
AND NON-COMMERCIAL

Salary	Number and percentage of graduates in each job							
	1st job		2nd job		3rd job		4th job	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
\$1.00-\$10.00	3	2.21						
11.00- 20.00	4	2.94	3	3.23	2	3.51	1	4.77
21.00- 30.00	13	9.56	6	6.45			2	9.52
31.00- 40.00	21	15.44	12	12.90	9	15.80	3	14.29
41.00- 50.00	29	21.32	17	18.28	17	29.82	2	9.52
51.00- 60.00	31	22.79	16	17.20	10	17.55	7	33.34
61.00- 70.00	15	11.03	6	6.45	3	5.26	2	9.52
71.00- 80.00	13	9.56	20	21.50	8	14.04	2	9.52
81.00- 90.00	2	1.47	6	6.45				
91.00-100.00	4	2.94	4	4.30	1	1.75	2	9.52
101.00-110.00			1	1.08	1	1.75		
111.00-120.00	1	.74			2	3.51		
121.00-130.00			1	1.08	2	3.51		
131.00-140.00			1	1.08	1	1.75		
141.00-150.00								
151.00-160.00								
161.00-170.00								
171.00-180.00								
Totals	136	100.00	93	100.00	57	100.00	21	100.00
Median		59.30		65.30		60.50		63.57

The modal point of the combined groups in their first jobs is the group receiving salaries between \$51.00 and \$60.00. This is also true for those holding their fourth jobs. The percentages of graduates holding first and fourth jobs and receiving the modal salary (\$51.00-\$60.00) are respectively 27.70 and 33.34 per cent. The two classes of workers combined into one group receive in their second and third jobs a modal salary of from \$41.00 to \$50.00

Promotions received

The promotions received by graduates are shown in Table XXV. The total number of promotions received were 212. Of this number, 102 (48.11 per cent) promotions were received in the form of a salary increase without a change in job.

Fifty-six (26.42 per cent) were promoted when they changed to a new position at a better salary. The next highest number of promotions received was those who were advanced in rank without a change in job.

A few indicate they changed to a new position at the same salary, while 2 (.94 per cent) say they changed to a new position at a lower salary.

There were 16 graduates who indicated they did not receive a promotion of any kind.

It is safe to assume from these data that over 75 per cent of the promotions received were salary increases.

TABLE XXV
 TYPES AND PERCENTAGE OF PROMOTIONS
 RECEIVED IN FIRST, SECOND,
 THIRD, AND FOURTH JOBS

Types of promotions received	Promotions received	
	No.	Per cent
Salary increase without change in job	102	48.11
Advancement in rank without change in job	45	21.23
Change to a new position:		
At same salary	7	3.30
At better salary	56	26.42
At lower salary	2	.94
Number of promotions received by the graduates	212	100.00
Number who did not receive promotions	16	-----

SUMMARY

It is evident from these data that those persons who pursued commercial training in high school are able to secure a better salary or wage per month when they are able to secure employment in purely commercial work. These data also indicate that the usual type of promotion received is that in which a salary increase is given.

CHAPTER V

ATTITUDES OF GRADUATES TOWARD TRAINING

The present practices of Morton High School may be correct; nevertheless, in any line of work there is always room for improvement. The graduates who have completed their high school work and are now on the job can best render an opinion regarding some of the commercial training.

Graduates' opinions regarding vocational choice and extra-curricular activities

There were 154 graduates who indicate where they received their inspiration for their vocational choice. Several of the graduates pointed out that they had more than one source for their vocational choice. Table XXVI indicates the sources of vocational choice.

The highest source of vocational choice was that of relatives with 71 (35.68 per cent). Thirty-eight (19.09 per cent) say they made their own decision regarding what vocation they would pursue. There were 25 (12.56 per cent) who say that friends outside of school helped them make a choice.

The classroom teachers seem to have the most influence on vocational choice of inside-the-school contacts with the junior high school teachers first and senior high school teachers second. The number and percentages of those who gave junior high school teachers and senior high school

TABLE XXVI

NUMBER AND PERCENTAGE OF GRADUATES WHO INDICATED
THE SOURCE OF INSPIRATION FOR THEIR VOCATIONAL CHOICE

Source of vocational choice	Number	Per cent
Relatives	71	35.68
Themselves	38	19.09
Junior high school teachers	30	15.08
Friends	25	12.56
Senior high school teachers	17	8.54
Junior high school counselor	14	7.04
Senior high school principal	2	1.01
Dean of girls	1	.50
Elementary teachers	1	.50
Dean of boys	0	.0
Junior high school principal	0	.0
Total	199	100.00

teachers credit for their vocational choice respectively are 30 (15.08 per cent) and 17 (8.54 per cent).

The junior high school counselor was given credit, as a source of vocational choice, by 14 (7.04 per cent) graduates, while only 2 (1.01 per cent) graduates say they made up their minds from contacts with the senior high school principal.

It is reasonable to assume that the majority of graduates

make up their minds concerning their vocational choice as a result of relationships with relatives and friends, while several receive help from the classroom teachers and junior high school counselor.

The questionnaire used as a basis of personal interviews with the graduates contained the following questions: "Do you now wish that you had been required to pursue a definite curriculum instead of having been allowed to elect one?" Of the 156 graduates who answered this question, only 9 (5.77 per cent) indicate they think pupils should be required to pursue a curriculum set up by the school.

The questionnaire also contained the following questions: "Did you take part in any extra-curricular activities while attending Morton?" Added to this question was a request for the activity or activities which helped most in their job. Of the 147 students who answered this question, 60 (40.82 per cent) indicate that they took part in extra-curricular activities. Of this number only 19 gave a particular activity which helped them in their job.

The extra-curricular activities and the number of graduates who took part in them are shown in Table XXVII.

These data indicate that 6 (31.58 per cent) graduates received benefit from Girl Reserves, and 3 (15.78 per cent) graduates say they were helped by an art appreciation club.

TABLE XXVII

NUMBER AND PERCENTAGE OF GRADUATES WHO INDICATED
THESE EXTRA CURRICULAR ACTIVITIES HELPED
THEM IN THEIR WORK

Extra curricula activities	Number	Per cent
Girl Reserves	6	31.58
Art appreciation club	3	15.78
Register staff	2	10.54
School bookkeeper	2	10.54
Pierian staff	1	5.26
Webster club	1	5.26
Math club	1	5.26
English club	1	5.26
Dramatic society	1	5.26
Assistant office girl	1	5.26
Total	19	100.00

The school newspaper staff helped 2 (10.54 per cent) graduates and an equal number was benefited by being school bookkeepers.

Graduates' opinion regarding commercial curriculum and other curricula

The graduates also were asked: "Do you now wish that you had taken additional courses in the commercial curriculum?" Fifty-five (36.18 per cent) graduates indicate that they

now wished they had taken more courses, while 97 (63.82 per cent) say they had enough commercial work.

The graduates who indicate they wished they had taken additional commercial courses were those who did not have an opportunity to take all the shorthand or bookkeeping they needed in their work. When, as pupils, they decided to pursue courses that would equip them as stenographers, they could not take enough bookkeeping to prepare themselves for a career as a bookkeeper. The same is true of those who pursued courses that prepared them as bookkeepers, they could not take enough courses in shorthand which would train them to be stenographers.

Another question asked the graduates concerning additional courses was the following: "Do you now wish you had taken additional courses in other curricula?" It was found that 95 (56.89 per cent) wished they had taken additional courses, while 72 (43.11 per cent) say they are satisfied with the courses they took in non-commercial curricula.

The courses in certain subjects as chosen by the 97 graduates are given in Table XXVIII. It must be kept in mind when interpreting this table that several graduates pointed out they wished they had taken courses in more than one subject.

TABLE XXVIII

NUMBER OF GRADUATES WHO WISHED
THEY HAD TAKED ADDITIONAL COURSES
IN THESE SUBJECTS

Subject	Number	Per cent
Mathematics	69	30.39
English	67	29.52
Social Studies	48	21.15
Science	18	7.93
Foreign Language	15	6.61
Practical Arts:		
Machine Shop	4	1.76
Esthetic Arts	3	1.32
Drafting	2	.88
Woodworking	1	.44
Printing	0	.0
Total	227	100.00

The facts shown by these data indicate that 69 (30.39 per cent) graduates wished they had taken more courses in mathematics and 67 (29.52 per cent) wished they had taken more English. Eighteen (7.92 per cent) indicate they could have used more courses in science and 15 (6.61 per cent) felt the need of courses in foreign language.

One of the questions that is uppermost in pupils' minds as they enroll in courses concerns the helpfulness of these courses on the job. The answer to this question is found in Table XXIX.

There were 98 (46.89 per cent) persons who expressed an opinion that courses in English as having helped them in their work. The next highest number was given to courses in mathematics, when 62 (29.67 per cent) graduates indicate they received benefit from this curricula. The third highest was social studies with 39 (18.66 per cent) who say they were helped in their jobs by taking courses in this subject.

There were 6 (2.87 per cent) graduates who were helped by courses in science and 4 (1.91 per cent) who benefited by foreign language. Undoubtedly, the reason no help was attributed by the graduates to courses in the practical arts field is due to the fact that little or no work was taken by commercial graduates in these subject.

Graduates' recommendations

A study of this kind would not be complete unless the graduates on the job did not make some recommendations concerning certain policies or practices to pursue in connection with commercial training.

The 162 graduates who responded when asked to give their opinion regarding certain practices in commercial training are

TABLE XXIX

NUMBER AND PERCENTAGE OF GRADUATES WHO EXPRESSED
AN OPINION THAT COURSES IN THESE SUBJECTS
HELPED THEM IN THEIR WORK

Subjects	Number	Per cent
English	98	46.89
Mathematics	62	29.67
Social Studies	39	18.66
Science	6	2.87
Foreign Language	4	1.91
Practical Arts:		
Machine Shop	0	.0
Woodworking	0	.0
Drafting	0	.0
Printing	0	.0
Esthetic Arts	0	.0
Total	209	100.00

shown in Table XXX. Again it must be kept in mind when explaining this table that graduates may have selected more than one item upon which emphasis should be placed.

The procedure "Actual Office Experience" was accorded by 135 (27.16 per cent) graduates as a place where more emphasis should be placed. "Office Practice" was next with 111 (22.33

TABLE XXX

NUMBER AND PERCENTAGE OF GRADUATES WHO EXPRESSED
AN OPINION THAT MORE EMPHASIS SHOULD BE
PLACED ON THESE PROCEDURES

School procedures	Number	Per cent
Actual office experience	135	27.16
Office practice	111	22.33
Visits to business houses	87	17.51
Higher standards in mastery of subject matter	74	14.89
Vocational guidance	69	13.88
Theory	21	4.23
Total	497	100.00

per cent) persons who say more emphasis should be placed on this phase of commercial training.

Next was the procedure "Visits to business houses", with 87 (17.51 per cent) graduates selecting this as a place of more emphasis, while 74 (14.98 per cent) individuals stressed the importance of putting emphasis on "Higher Standards in mastery of subject matter."

Sixty-nine (13.88 per cent) graduates pointed out that more emphasis should be placed on "Vocational guidance" and 21 (4.25 per cent) say that they believe more could be placed on "Theory."

From these data regarding the opinion expressed by graduates now working, it is apparent that changes should be made so that opportunity for actual office experience and practice could be had.

SUMMARY

A study of the sources of vocational choice on the part of pupils reveals the fact that a majority of the influences come from relationships outside the school. The predominating influences on vocational choices are relatives, pupils' own desires, and friends.

It is apparent from the data obtained regarding the graduates' attitude toward the training they received that the majority of the graduates are fairly well satisfied with the courses taken in school.

It also is apparent from the data concerning the recommendations of the graduates on the placing of more emphasis in commercial training that such emphasis should be placed on more actual office experience and practice.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This survey was conducted primarily to furnish answers to the following questions:

1. What lines of work are the Morton High School graduates of commercial courses pursuing?
2. How did the courses studied in the high school function on the job?
3. What shortages in the high school commercial courses are revealed by the pupils' opinions of the requirements of the job?
4. Where did the pupils receive their inspirations for vocational choices?
5. Were the graduates satisfied with the curriculum pursued and courses offered in the curricula?
6. What remedial constructive suggestions can be offered from a study of this survey?

The data presented in this survey seem to indicate that the training secured in Morton High School enables the graduates to pursue lines of work in which the training was taken. The data in Table XIX indicate that in their first jobs 154 graduates of the 177 subjects of this study were definitely located in positions requiring the use of their commercial training. The number of commercial workers in second, third, and fourth jobs was much higher compared to those graduates

who were working as non-commercial workers. The commercial workers are employed as stenographers, bookkeepers, typists, salesmen, general office clerks, filing clerks, cashiers, and private secretaries.

The data given in Table VII indicate that the graduates who are in commercial positions in which they put their training into use say that the training was sufficient for them to pursue their work efficiently.

It is apparent from the data in Table XVII that there is a lack of training given in high school for commercial workers, chief among which is that of selling. There is a lack of training in the operation of several simple duplicating machines in use today, as shown by the data in Table XVIII.

From the material in Table XXVI it is evident that graduates' sources of inspiration for vocational choices were in relationships outside the school. The deciding factors were relatives, the pupils' own desire, and friends.

It is apparent that the graduates under study were well satisfied with the curriculum they pursued while in Morton High School. The plan of allowing the pupil to elect his own curriculum was met with approval by a large majority of the graduates. The graduates were fairly well satisfied with courses offered in the various curricula. A majority of the graduates expressed an opinion that courses in the English, mathematics, and social studies helped them in their work.

CONCLUSIONS

It is recommended that in addition to the subjects now being offered at Morton High School, at least one semester in selling should be added. The course now being offered in office practice should include the use of more office machinery.

It is further recommended that an attempt be made to secure part-time work all through high school for the commercial pupils. A concerted effort should be made to get part-time employment at least for the last half of the senior year. This plan would help to make the school work seem more practical for those pupils who have not graduated, and would provide a means for graduates to acquire full-time positions when high school days are completed.

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1. Did you take additional training above high school?

(yes) (no)

2. Where did you get the additional training?

3. How long after graduation before you obtained your first job? _____

III. Types of work done.

Name of job	No. of wks. spent on job	Salary or wages per mo.	Chief duties on this job	Nature of work performed which you had no specific training
1.				
2.				
3.				
4.				

IV. Promotions received.

Condition of Promotion	Yes	No
1. Salary increase without change in job		
2. Advance in rank without change in job		
3. Change to a new position:		
a. Same salary		
b. Better salary		
c. Lower salary		
4. None		

V. Reasons for changing jobs.

From	Reason
First to second	
Second to third	
Third to fourth	

VI. Vocational choice, curriculum pursued, participation in extra curricula activity, and additional courses you should have taken.

1. Where did you receive your inspiration for your vocational choice?

- a. Elem. teachers _____ f. S.H.S. prin. _____ k. _____
 b. J.H.S. teachers _____ g. Dean of boys _____ l. _____
 c. S.H.S. teachers _____ h. Dean of girls _____ m. _____
 d. J.H.S. counselor _____ i. Relatives _____ n. _____
 e. J.H.S. prin. _____ j. Friends _____

2. Do you wish now that you had been required to pursue a definite curriculum instead of having been allowed to elect one? (yes) (no)

3. Did you take part in any extra-curricular activities while attending Morton? (yes) (no) If so, list the activity or activities which helped you in your job.
 1 _____
 2 _____

4. Do you wish now that you had taken additional courses in the: commercial curriculum _____; other curricula _____? Check in Column 1 those subjects which you feel would have been valuable to you in your work, and list after them the courses you think you should have taken. In Column 2 check those subjects, which in your opinion, contributed most to your success in holding your job.

	1	2
English _____		
Social studies _____		
Science _____		
Mathematics _____		
Foreign language _____		

	1	2
Practical Arts:		
Machine shop _____		
Woodworking _____		
Drafting _____		
Printing _____		
Esthetic arts _____		

VII. In your opinion do you think there should be more emphasis on the following:

- a. Check in Column 1 the policies on which more emphasis should be placed.
- b. List in Column 2 the order in which emphasis should be placed.

	1	2
1. Office practice _____		
2. Visits to business houses _____		
3. Vocational guidance _____		
4. Theory _____		
5. Higher standards in mastery of subject matter _____		
6. Actual office experience _____		