

Oregon grads on the job

EUGENE — One of the University of Oregon's unofficial report cards is out, and it shows that most of last year's graduates are on the job in Oregon.

The survey, released April 26, was conducted in December 1984. Fifty-five percent of the 1,297 people who graduated last year responded to the survey, according to Larry Smith, UO Career Planning and Placement director.

"Eighty-three percent are working and 17 percent have gone on to graduate school," Smith says. "Those results are fairly similar to the survey that we conducted two years ago, although the number that are continuing their education has dropped by about nine percent."

Smith says the survey results should alleviate concerns about a "brain drain" of students leaving the state.

"Fifty-eight percent stayed and found jobs in Oregon," he says. "About 20 percent went to California, but that's about the same as the number of Californians attending the university, so we can't count that as a net loss."

Five percent are working in Washington state, and an equal proportion with jobs is scattered among the other Western states. Four percent are employed in the Midwest, five percent in the East, one percent in the South and two percent are abroad.

Two out of three were in full-time jobs related to their major. The balance had full-time-temporary or part-time jobs.

Smith, who says the high number of responses indicates the survey can be considered representative of the entire class, found few surprises about which majors fared best in the job market.

"Business is very good, and the journalism, computer science and architecture students did very well this year," he reports. "Speech, economics and math are some of the majors that fared especially well. Other majors, such as biology, tend to go on to graduate school."

The survey does point to a turnaround for students majoring in education.

"The elementary teachers fared much better this year than they had in past years," Smith observes. "The secondary math, English, science and special education teachers are also doing well in the job market. That

trend is continuing this year, with more school districts recruiting on the campus than we've seen in the past five years."

On salaries, 26 percent reported earning between \$16,000 and \$22,000. Eight percent are making more than \$22,000; 18 percent are between \$13,000 and \$16,000; 16 percent are between \$10,000 and \$13,000; and 28 percent are below \$10,000. The estimated average salary of those working full time is \$15,000.

Smith believes the decline in the number of students going on for graduate study probably boils down to finances.

"Students are worrying about being responsible for their education expenses and are taking time to pay off debts and earn money for graduate education," he says. "They're also recognizing that some experience between the Bachelor's and the Master's degree makes any graduate program much more valuable."

Smith reports that all of those who responded to the survey felt their jobs were related to their major.

"Forty-six percent felt that their job was highly related to their major, and 19 percent said their jobs were closely related to their degrees."

The survey also reveals that the class of '84 was actively involved in getting some career-related practical experience during college.

"The most interesting part is that 38 percent reported that they had a practicum or an internship — again, belying the myth that liberal arts stu-

dents don't have internship opportunities," Smith points out. "That's up six percent from two years ago."

In all, 63 percent of the students reported they had had job experience while in college.

"I think it represents a growing interest on the part of students to have an opportunity to translate the information they're acquiring in the classroom into practice in the field," Smith says. "It's a two-way street. Employers also appreciate being able to choose from among experienced applicants."

The survey also showed that two-thirds of the graduates had made use of the services offered by the Career Planning and Placement office in finding work.

OCCUPATIONS PRODUCING THE MOST JOBS

	1980 Employment	Projected Growth 1980-90	Percent Growth
Secretaries	2,469,000	700,000	28.3%
Nurses' aides, orderlies	1,175,000	508,000	43.2
Janitors, sextons	2,751,000	501,000	18.2
Sales clerks	2,880,000	479,000	16.7
Cashiers	1,597,000	452,000	28.4
Professional nurses	1,104,000	437,000	39.6
Truck drivers	1,696,000	415,000	24.5
Fast-food workers	806,000	400,000	49.6
General office clerks	2,395,000	377,000	15.8
Waiters, waitresses	1,711,000	360,000	21.1
Elementary teachers	1,286,000	251,000	19.5
Kitchen helpers	839,000	231,000	27.6
Accountants, auditors	833,000	221,000	26.5
Construction helpers	955,000	212,000	22.2
Automotive mechanics	846,000	206,000	24.4

Source: Bureau of Labor Statistics



TENORA GRIGSBY

Grigsby is asst. bank VP

Tenora Grigsby is assistant vice president and manager of U.S. Bank's Commercial Banking Division Note Department. She arrived at that position December 1983 after several assignments in branch operations.

Her U.S. Bank career started in 1968 when she took her first job as a bank teller at the Lloyd Center Branch after having worked in a retail store. Shortly thereafter, in 1970, Grigsby applied for and was accepted on U.S. Bank's internal management development program, Career Development Training. After 12 months on the program, she was assigned to the Union Avenue Branch as assistant operations supervisor. She advanced through several supervisory and management positions at other branches in the Portland area, and in early 1983 she was named manager of the Clackamas Branch. Grigsby's career has been one of steady progression in an area she says she truly enjoys, managing people.

A native of Texas, Grigsby moved to Oregon to attend Cascade College and Portland State University. Since joining U.S. Bank, she has attended Northwest Intermediate Banking School (NIBS) at Lewis and Clark College and updates her skills and knowledge through American Bank-

ing Institute of Banking classes and other banking seminars and workshops.

Outside of work, she has been active in the NIBS alumni association and the National Association of Bank Women. She has held officerships and served on committees for both. Grigsby is also very active in her church, having served as a board member and as treasurer, among numerous other responsibilities.

Asked what she considers the most important aspect of success, Grigsby's answer is, "Persistence is very important for anyone trying to start a career. You need to have an idea where you want to go and realize that having all the talent in the world doesn't compensate for lack of persistence in trying to achieve your goals."

She adds, "I work for a good company that recognizes individual potential. Although people sometimes think of achieving Black women as unique, we are not. Anyone with good qualifications and a willingness to make a commitment to his or her goals can be successful."

Grigsby is married and has two young sons. Her husband Ernest is an associate partner with Zimmer, Gunsul, Frasca Partnerships, a Portland architectural firm.

Not too old for college

by Jerry H. Hickerson, Ph.D.

If you are over 30, you may think that going to college is something that only 18-year-olds do. But did you know that almost one-fourth of the students in state universities today are over 24, and that the average age of this group is 35? More important, have you ever wanted to go to college but thought that it was now too late? Actually, now is the best time for you to begin thinking seriously about what a college education could mean for you. By reading this article, you will learn how to get started.

There is a commonly held belief that schools and colleges produce "finished products." Some high school students believe that once they have received their diplomas, they are finished with schooling and ready for work. Those who go on to college often believe that, after four more years, they will have completed their education. It is only after a short time into a "career" that they learn that more education will be required if they are to advance.

You may be surprised to learn that an increasing number of colleges are

recognizing the needs that adults have for higher education and are doing something about it.

There is somewhere a college that can meet your needs; in most cases there may even be resources to assist you with the tuition. But getting started will take a little of your time. You may, however, find that a phone call and an appointment with a counselor interested in your future will be

How, then, can an adult become a college student? I would suggest that you first talk with someone who can help you clarify what you really want to get from a college education. If you already know, it's still a good idea to talk with the same people about which college might best meet your needs within your time and financial constraints and how to get started as a student.

among the wisest investments that you have ever made.

And, once you get started, I can almost guarantee that you will never again regard education as something that you "finish" upon receiving your Bachelor's degree.

CAREERS

IN SOCIAL CHANGE

Oregon Fair Share is working at the grassroots level to impact decision making on community and statewide issues. Started in 1977, Fair Share has over 25,000 member households. Our successful campaigns include: prohibiting unfair utility shut-offs; lifeline electric rates; delay on mandatory local measured phone service and forcing clean-up of abandoned housing in Albina. We are hiring people with a commitment to social change and economic justice for the following positions:

activists

Responsibilities include community outreach, petitioning, fundraising, and membership recruitment. Hours 2 - 10 PM Monday - Friday. Ten day training salary \$255; staff salary \$160+ /week and benefits. Opportunities for advancement.

ORGANIZING INTERN

Learn organizing skills while mobilizing people in the Albina neighborhood on local and statewide issues. Position is self-funded through fund-raising activity. Salary \$160/week to start and benefits.

Call 223-2981 for interviews.

U.S. BANCORP BELIEVES...

...that a company's most valuable asset is its people. So every possible resource is provided to help employees realize their goals and career potential. As a result, the bank's growth and success are due to employee commitment, dedication, and high standards. To uphold this tradition and continue in our position of leadership, we're looking for individuals who take pride in excellence.

Whether you are graduating from school or looking for a career change, U.S. Bancorp has career opportunities in various locations statewide. Depending on the nature of the positions, a knowledge of typing, business machines, bookkeeping, math or general business may be required.

For current job openings and career opportunities, contact U.S. Bancorp Job Hotline at 225-6401.

We accept applications for current openings from 9:00 a.m. to 1:00 p.m., Monday through Friday.



555 S.W. Oak, U.S. Bank Plaza
Employment Office, Second Floor
Portland, Oregon

Equal Opportunity Employer