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A Follow-up Study of the Graduating Classes of 1959, 1960, 1961, and 1962 from Belview High School, Belview, Minnesota

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A FOLLOW-UP STUDY OF THE GRADUATING CLASSES
OF 1959, 1960, 1961, AND 1962
FROM BELVIEW HIGH SCHOOL,
BELVIEW, MINNESOTA

BY
DELTON J. ROELOFS

A research report submitted
in partial fulfillment of the requirements for the
degree Master of Education, Department of
Education, South Dakota State
College of Agriculture
and Mechanic Arts

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DJR

TABLE OF CONTENTS

Chapter	Page
I. PURPOSE AND BACKGROUND	1
<u>The Purpose</u>	1
<u>Background.</u>	1
<u>The School.</u>	2
II. METHOD	3
<u>The Sample.</u>	3
<u>The Questionnaire</u>	3
<u>Objectives.</u>	3
<u>The Procedure</u>	4
<u>Recording</u>	4
<u>Limitations</u>	5
III. REVIEW OF LITERATURE	6
<u>Review of Follow-Up Studies</u>	7
<u>Summary</u>	10
IV. ANALYSIS OF RETURNS.	12
<u>Introduction.</u>	12
<u>Contacts</u>	12
<u>Marital Status</u>	12
<u>Education Beyond High School</u>	15
<u>Influencing Factors in Post-High School</u> <u>Education.</u>	17
<u>Time Between Graduation and Employment</u> . .	19

Chapter	Page
<u>Factors in Obtaining First Job</u>	19
<u>Job Satisfaction</u>	19
<u>Training Influencing Employment.</u>	23
<u>Relationship Between Present Job and Vocation Planned in High School.</u>	23
<u>Factors Influencing Selected Life Occupation</u>	24
<u>Evaluation of High School Subjects</u>	24
V. CONCLUSIONS AND RECOMMENDATIONS.	37
LITERATURE CITED	40
APPENDIX	41

LIST OF TABLES

Table	Page
1. Per Cent of Return and Contacts of Belview High School Graduates 1959-1962	13
2. Marital Status of Graduates That Returned Questionnaires.	14
3. Education Beyond High School of 1959-1962 Graduates . .	16
4. Influencing Factors in Post-High School Education . . .	18
5. Length of Time Between Graduation and First Employment.	20
6. Influencing Factors in Obtaining First Job.	21
7. Job Satisfaction.	22
8. Training Influencing Employment	26
9. Relationship Between Present Job and Vocation Planned in High School.	27
10. Factors Influencing Selected Life Occupation.	28
11. Two Subjects Liked Most	29
12. Two Subjects Most Useful.	30
13. Two Subjects Liked Least.	31
14. Two Subjects Least Useful	32
15. Two Subjects Offered That Graduates Wished They Would Have Taken.	33
16. Two Subjects Not Offered That Graduates Would Recommend Be Included in the Curriculum	34
17. Two Subjects Found Most Difficult	35
18. Two Subjects Found Least Difficult.	36

CHAPTER I

PURPOSE AND BACKGROUND

The Purpose

One of the primary means of evaluating the effectiveness of an organization or function is to contact the people who have been served. With this thought, a follow-up study of the graduates from Belview High School was undertaken during the 1962-1963 school year. The main intent of this study was the evaluation of the curriculum by the students whom it had served. Of additional interest was the graduates' concepts of needed services and additional subject areas conceived from deficiencies encountered in post-high school undertakings.

Background

Belview, Minnesota is a town of approximately 400 residents in southwest-central Minnesota. It is located in the rich farmland of central Minnesota, 125 miles west of Minneapolis and 75 miles east of the South Dakota border.

The community services farmland within a radius of 3 to 8 miles. Agriculture is the primary economic activity of the area. While there is little in the way of industry within the community, there is a cement and tile plant and a comparatively large grain terminal located in the small town.

Belview is fortunate to have a fine medical center, ambulance service, and a very adequate fire department. There are the usual

business establishments found in a small town: grocery stores, service stations, barber shop, garages, implement dealers, local newspaper, lumber yard, hardware store, dry goods store, laundry mat, cafes, produce, bank, real estate office, road maintenance, contractor, and blacksmith shop.

Three churches are available in Belview and play an important role in the lives of the people. Churches include a small Congregational Church, one large Lutheran denomination, as a result of a recent merger, and another Lutheran denomination which also operates a country church.

The neatness of the community, the support of the churches, the community projects undertaken, and the number of active clubs and organizations indicate a strong sense of civic pride. Another example is the construction of the medical center and the purchase of an ambulance a few years ago.

The School

The high school is a combined junior-senior high school with eleven faculty members. Subjects offered include 4 years of English and social studies, mathematics including solid geometry and trigonometry, and science including chemistry and physics; also, a 4-year program in home economics, industrial arts, and business education. The state requirements in music, art, physical education, and health are met. The average enrollment in grades 7 through 12 is between 160 and 175 students.

CHAPTER II

METHOD

The Sample

The four graduating classes 1959 through 1962 were chosen for the study, because reorganization and administrative changes prior to that made it difficult to form fair comparisons. Since emphasis was to be placed on curriculum it seemed necessary to confine the problem to these four classes.

The Questionnaire

Several samples of questionnaires were studied. Items were selected from many of them, then modified to fit the stated objective of the study listed below. Items were put in a form which could easily be tabulated and care was taken to make the questionnaire as simple as possible to fill out.

Objectives

Answers to specific questions were sought. These are as follows:

1. When did graduates marry and how many children did they have?
2. Is graduate's spouse from immediate Belview area?
3. Where were graduates living?
4. How many graduates continued their education and what schools did they attend?
5. What reasons did graduates have for choice of further education?

6. What type of degrees were graduates seeking?
7. How much time elapsed between graduating and obtaining the first job?
8. What were the most important factors which influenced graduates in getting jobs?
9. How did occupational choice in high school compare with occupational choice at the time questionnaire was filled out?
10. How did graduates view courses taken in high school?
11. What type of curriculum improvements did graduates feel were essential?

The author felt that the opinions of the people the curriculum served would help to evaluate and improve the curriculum.

The Procedure

Addresses were obtained from census cards, contacts with brothers and sisters now in school, and telephone calls to families and relatives living in the area. By these means, addresses for all graduates but one were obtained. A dittoed letter and questionnaire, with a return envelope, were sent on April 4, 1963. On April 18, a follow-up postal card was sent to those who had not returned the questionnaire. On May 27, a final letter and questionnaire were sent to graduates who had not yet responded. Each questionnaire was numbered and a corresponding number was given to persons receiving a questionnaire to facilitate sending follow-up cards.

Recording

Responses on the questionnaire were tallied by classes on large ledger paper. The objective here was to make it possible to compare

classes and to total responses, enabling effective inferences to be made.

Limitations

It was the opinion of the author that questions pertaining to occupations would be more meaningful if conducted at three- or five-year intervals. The recency of graduation and multiform completion of questionnaires limits the significance of a number of items. In addition to these limitations, this survey is intended to sample only the opinions of a limited group; consequently, any recommendations had to be made with this in mind.

CHAPTER III

REVIEW OF LITERATURE

There are a number of important reasons why a high school should gather information about its former students. First, this information will indicate the achievements of these students, achievements that are due in part to their school training. Second, employing this information, the school can conduct studies of the relationships between the training given and the use made later of this training. These studies help the school to determine the effectiveness, desirability, and fitness of its course offerings, or in short, to evaluate its educational programs. Third, by drawing upon information from former students, schools can improve their current services to students.

A follow-up study should be continuous. "Many schools now issue every few years a survey check list to their recent graduates. This not only brings in information and opinions useful in improving the high-school program, but it generates interest and good will" (1).

Through follow-up programs, schools can undoubtedly improve their services to former, present, and future students. Through questionnaire studies, schools can find out what has happened to many of their former students. They can compare the information so obtained with the school's records of what was done for these students. These comparisons may reveal such defects as mistakes in the use of certain testing devices, misinterpretations of test results, inadequacy of

the curriculum, and faulty use of occupational information and other services. By locating these defects and by correcting them schools can become much more helpful to students than ever before.

In short, we are preparing this generation to be better than the one preceding it. Burton and Brueckner point out that education serves both culture and individuals. This is done by developing moral beings with purposes and loyalties which are valuable to both the individual and his society (2).

Mort says "that each and every child and young person should have an opportunity to develop those skills, habits, knowledges, and attitudes which will lead to a happy, successful life" (3).

Review of Follow-Up Studies

Schoen in a study of graduates of Echo High School concluded the following (4): Only 28 per cent of the graduates who answered the questionnaires were living in areas of much greater population than Echo's. Twenty-two per cent stayed around Echo, and the remainder were in communities about the same size. This pointed to the fact that 60 per cent or more lived in similar small community social and political circles. Because the majority remained in small communities under similar conditions, they should have been given studies planned to answer local problems. Since only 8.4 per cent ever enrolled in school or college, the study pointed out, college preparatory classes were wasted from a pure preparation point of view for higher education. By far the greatest number of respondents felt they received their most important training "on the job." This again,

the author felt, was another indication that a college preparatory curriculum was wasteful in a rural community. In regard to subjects, it appeared there was a tremendous desire on the part of the graduates to understand themselves, because 30 per cent of them chose psychology as one of the two subjects most liked. The popularity of this subject leads one to think that more schools should offer such a course. Typing received a high vote, although only 30 per cent who took it had found use for their training. When asked about dislikes, the tabulations showed English literature, elementary algebra, English composition, biology, and American history heading the list. Students tended to dislike offerings they were forced to study. Commercial subjects showed the highest response as the most helpful.

Iverson in a survey of LeSueur High School included graduates of the classes from 1950 through 1954 (5). Questionnaires were sent out to 295 graduates and 273 responded. Thirty-seven per cent of the graduates still lived in the LeSueur area. About one-half of the graduates were employed full time. Forty-four per cent of the graduates having military training felt that their high school education had helped them get into technical training. About one-third felt that their high school training had been most valuable in learning how to get along with others. About fifty-five per cent indicated that they had not continued their education beyond high school. History and English were considered the least liked subjects, whereas, book-keeping and biology were the best liked. Those who went on to college felt that English and chemistry were most useful, but to those not

going on to school bookkeeping and typing were considered most useful.

One thing clearly stood out in a study by Ramnaraine of Clarkfield graduates (6). About 80 per cent felt there was a definite need for the addition of a modern or classical language. English was the subject checked as least liked by the majority of the graduates. Many felt that the science and mathematics departments should be strengthened and extended. The vocational subjects should also be strengthened, as the returns showed 75 per cent of the girls in homemaking or clerical occupations soon after graduation. Sixty per cent of the male graduates were in agriculture and semi-skilled occupations. Therefore, the agriculture and industrial arts departments should continue to receive attention. Many men unrealistically plan for a professional career but find themselves working in factories and on farms doing agricultural, skilled, or semi-skilled jobs. Provisions should be made to extend shop training; that is, inclusion of a course in auto mechanics. More realistic and practical approaches to industrial arts and agriculture might be beneficial to the students. To accommodate the required five-subject load going into effect, it was essential that the curriculum be extended.

Droen sent questionnaires to 158 Monticello graduates and 130 responded (7). A higher per cent of women than men responded. Forty-five per cent still lived in rural communities, and about one-third had moved to the metropolitan area. Their occupations were fairly well divided with housewives totaling 20 per cent; students, 11 per cent; engineering, 12 per cent; nursing, 9 per cent; and farming, 9

per cent. The general indication was that not enough help was given in a choice of vocations. Only 19 per cent felt they had received all, or almost all, the help they needed. English, mathematics, science, home economics, and the commercial subjects were listed as being "most helpful." Social studies were listed as being "least helpful." About 40 per cent had or were now attending college. Fifty-four per cent felt the school had done fairly well, and an additional 11 per cent felt the school had done very well in preparing students for college. Eighty-four per cent felt that the curriculum should include a course on marriage and family life. A majority felt they would have liked more training in the area of personal problems. Fifty-four per cent thought sciences the most interesting, while 35 per cent found English and commercial subjects most interesting, social studies least interesting by 44 per cent, followed by English and mathematics.

In a study of freshmen at the Rush City High School, Jacobson found that 32 per cent of the students thought their high school training had been very helpful in preparing them for their life work (8). Sixty per cent did not have any advanced training. History and algebra were subjects least liked; and typing, home economics, industrial arts, and business mathematics were indicated to be most beneficial.

Summary

All the authors agreed that some form of evaluation is necessary. There are many ways in which this can be accomplished. One of

the good forms to follow when trying to discover if the school is doing a desirable job is to conduct a survey. Questionnaires could be sent out and the answers could be analyzed. Sound evaluation of the respondents, constructive conclusions, changes in curriculum, and improvement in meeting the needs of youth can take place.

CHAPTER IV

ANALYSIS OF RETURNS

Introduction

An analysis of the data collected by means of the questionnaire revealed certain information about composition and concepts of the group of former students of Belview High School selected for this study. This data has been categorized and whenever possible placed in table form to make it more meaningful. It will be presented and summarized in this chapter.

Contacts

Table 1 gives the number of male and female graduates in the Belview High School graduating classes of 1959, 1960, 1961, and 1962. Also indicated is the number of each sex from each class who sent in a return, and, from this point forward, percentages are based upon the number who actually returned the questionnaire unless otherwise noted.

As indicated in the table, the percentage of women returning questionnaires was greater than that of men. There seems to be no correlation between recentness of graduation and percentage of return.

Marital Status

Table 2 gives the per cent who were married. The indicated trend seems to be that women married earlier, although no graduates of the class of 1962 were married during the first year. Fifty per cent of the girls of the class of 1961 were married, while no boys

Table 1. Per Cent of Return and Contacts of Belview
High School Graduates 1959-1962

Group	Number in group	Number returned	Per cent returned
Total	101	67	66.33
Men	48	30	62.5
Women	53	37	69.81
Class of 1959	39	29	74.35
Men	24	17	70.83
Women	15	12	80.0
Class of 1960	21	11	52.38
Men	9	4	44.4
Women	12	7	58.33
Class of 1961	20	11	55.0
Men	7	3	42.85
Women	13	8	61.53
Class of 1962	21	16	76.19
Men	8	6	75.0
Women	13	10	76.92

were married. About 43 per cent of the girls of the class of 1960 were married, while only 25 per cent of the boys were married. Approximately 58.3 per cent of the girls of the class of 1959 were married, while 41.1 per cent of the boys had taken this step.

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Table 2. Marital Status of Graduates that Returned Questionnaire

Group	Number answering	Number married	Per cent married	Per cent single
Total	67	22	32.8	67.2
Men	30	8	26.6	73.4
Women	37	14	37.8	62.2
Class of 1959	29	14	48.3	51.7
Men	17	7	41.1	58.9
Women	12	7	58.3	41.7
Class of 1960	11	4	36.3	63.7
Men	4	1	25.0	75.0
Women	7	3	42.9	57.1
Class of 1961	11	4	36.3	63.7
Men	3	0	00.0	100.0
Women	8	4	50.0	50.0
Class of 1962	16	0	00.0	100.0
Men	6	0	00.0	100.0
Women	10	0	00.0	100.0

The data seems to indicate that the longer a person waits to get married the greater the chance his spouse will not be from his home town or immediate area. The data supporting this indicates that all marriages of graduates of the classes of 1960 and 1961 were from Belview or the immediate area; whereas, four of the marriages of the class of 1959 were not from the immediate area. This is perhaps a

natural result of the greater chance for mobility as time passes, and this, in turn, increases the number of nonlocal acquaintances who may be eligible as a choice for one's life-mate.

The longer a person has been out of school, the larger his family tends to be. This is supported again by the fact that no families of the classes of 1960 and 1961 were larger than one child. While from the class of 1959, one family had 3 children and two families had 2 children. There was also a positive correlation between the length of time since graduation and the number of families having children.

Education Beyond High School

This section of the paper attempts to summarize information about types and amount of formal education taken by Belview High School graduates after their graduation from high school. Table 3 is divided into four categories. The college category includes all post-high-school college and university work. Business and all types of vocational training were lumped together because of the small percentages involved if left separate. The only other area of any significance was nurses training. This includes both practical and registered nurses. The fourth category summarizes all areas.

About 61.2 per cent of the classes of 1959, 1960, 1961, and 1962 undertook some additional training. Of this group, 37.3 per cent had chosen college or university education. At the time of this study, all but four students of this 37.3 per cent group were still working toward a college degree. Forty per cent of the college group were

male students and 35.1 per cent female. In terms of all types of training beyond high school, 64.9 per cent of the women prepared in some area, while only 56.6 per cent of the men continued their training. This point seems unique in comparison to other studies reviewed.

Table 3. Education Beyond High School of 1959-1962 Graduates

Group	College		Business or vocational school		Nursing school		Total	
	no.	%	no.	%	no.	%	no.	%
Total	25	37.3	13	19.4	3	4.5	41	61.2
Men	12	40.0	5	16.6	0	0.0	17	56.6
Women	13	35.1+	8	21.6	3	8.1+	24	64.9
Class of 1959	13	44.8	5	17.2+	1	3.4+	19	65.5
Men	7	41.1	3	17.7	0	0.0	10	58.8
Women	6	50.0	2	16.6+	1	8.3+	9	75.0
Class of 1960	5	45.4	2	18.2	0	0.0	7	63.6
Men	2	50.0	1	25.0	0	0.0	3	75.0
Women	3	42.8	1	14.3	0	0.0	4	57.1
Class of 1961	4	36.3	1	9.1	1	9.1	6	54.5
Men	2	66.6	0	0.0	0	0.0	2	66.6
Women	2	25.0	1	12.5	1	12.5	4	50.0
Class of 1962	3	18.7	5	31.3	1	6.3	9	56.3
Men	1	16.6+	1	16.6+	0	0.0	2	33.3
Women	2	20.0	4	40.0	1	10.0	7	70.0

Influencing Factors in Post-High School Education

Table 4 indicates there are several significant differences between the reasons men and women give for attending college and other training schools. Approximately 35.1 per cent of the men indicated nearness to home as an influencing factor, while 25 per cent of the women were influenced by this factor. Forty-seven per cent of the men indicated that the rate of tuition influenced their choice, while only 20.8 per cent of the women were affected by this item. About 37.5 per cent of the women and 23.5 per cent of the men were influenced by parental choice. About 23.5 per cent of the men were influenced by friends who were attending the school they chose, as compared with 4.2 per cent of the women. About 45.8 per cent of the women and 35.1 per cent of the men indicated educational standards determined their choice. Approximately 45.8 per cent of the women were influenced by the fact that the school offered the desired job training; whereas, only 29.4 per cent of the men were affected by this factor. The single, most significant difference seemed to be religious influence, as 29.2 per cent of the women were influenced by this factor and none of the men indicated any religious influence.

In terms of total percentage the leading reasons were high educational standards (41.5%) and desired job training (39.0%) followed by low tuition, parent's favor, and nearness to home.

Table 4. Influencing Factors in Post-High School Education

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women %	Men %	Women no.	Total no.	Total %
Nearness to home	4	1	1	2	1	2	0	1	6	35.1	6	25.0	12	29.3
Low tuition	6	4	1	0	1	1	0	0	8	47.0	5	20.8	13	31.7
Parents favored	1	2	1	1	1	3	1	3	4	23.5	9	37.5	13	31.7
Friends attending	3	0	0	1	1	0	0	0	4	23.5	1	4.2	5	12.2
High educational standards	1	4	3	1	1	3	1	3	6	35.1	11	45.8	17	41.5
Offered desired job training	3	6	1	2	0	2	1	1	5	29.4	11	45.8	16	39.0
Scholarship offered	0	1	1	0	0	1	0	0	1	5.9	2	8.3	3	7.3
Religious influence	0	3	0	2	0	0	0	2	0	0.0	7	29.2	7	17.0
Parents or older brothers or sisters attended here	1	0	0	0	0	1	0	1	1	5.9	2	8.3	3	7.3
Undecided	1	0	0	0	1	1	1	1	3	17.7	2	8.3	5	12.2
Extra-curricular activities	0	1	1	1	0	0	0	1	1	5.9	3	12.5	4	9.8
Others	2	3	1	1	0	1	0	2	3	17.7	7	29.2	10	24.4

Time Between Graduation and Employment

Approximately 28.3 per cent of the graduates found their first job immediately upon graduation and 25.3 per cent during the first year. These groups in Table 5 include both full time and summer employment of those going on to school. There are no significant differences in any of the classes in regard to employment.

Factors in Obtaining First Job

The data in Table 6 was difficult to analyze because of the large percentage of graduates who failed to respond or failed to check this item. The only marked difference seemed to be that 10.8 per cent of the women gained employment through advertisements, while no male indicated this item as influential. Influence of friends or relatives and other received the highest response. Among the items receiving the highest mention under other influences was family occupation. College or school placement services received a very small response; however, because so few could use this service at this time, the item possibly should have been omitted.

Job Satisfaction

Almost half of all responses tallied in Table 7 indicated that graduates were satisfied with the jobs they had at the time of the survey. The class of 1959 had a larger proportion in this category than the other three classes. However, due to recentness of graduation and a large percentage of graduates in school, it is assumed that the differences noted would tend to decrease.

Table 5. Length of Time Between Graduation and First Employment

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women %	Women no.	Women %	Total no.	Total %
Immediately	6	4	1	3	0	1	0	4	7	23.3	12	32.4	19	28.3
During the first year	4	0	0	2	2	4	2	3	8	26.6	9	24.3	17	25.3
Upon the completion of vocational or technical school	1	1	1	0	0	0	0	1	2	6.6	2	5.4	4	5.9
After some college training or military service	0	0	0	0	0	1	0	0	0	0.0	1	2.7	1	1.4
Upon graduation from college	1	3	0	0	0	0	0	0	1	3.3	3	8.1	4	5.9

Table 6. Influencing Factors in Obtaining First Job

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Men %	Women no.	Women %	Total no.	Total %
Advertisement	0	0	0	0	0	1	0	3	0	0.0	4	10.8+	4	5.9+
Employment agency	2	2	0	2	0	2	1	0	3	10.0	6	16.2+	9	13.4+
College or school placement service	1	3	1	0	0	0	0	1	2	6.6+	4	10.8+	6	8.9+
Influence of a friend or relative	4	1	1	2	2	0	0	3	7	23.3+	6	16.2+	13	19.4
Other	5	3	0	1	0	3	1	0	6	20.0	7	18.9+	13	19.4

Table 7. Job Satisfaction

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women %	Women no.	Women %	Total no.	Total %
Well satisfied	2	6	2	2	0	4	2	1	6	20.0	13	35.1+	19	28.3+
Satisfied	6	0	0	2	1	1	0	4	7	23.3	7	18.9+	14	20.8+
Indifferent	2	0	0	1	1	0	1	0	4	13.3+	1	2.7	5	7.4+
Disappointed	0	0	0	0	0	1	0	1	0	0.0	2	5.4+	2	2.9+
Dissatisfied	2	0	0	0	0	0	0	1	2	6.6+	1	2.7	3	4.4+

About 7.4 per cent expressed indifference, 2.9 disappointment, and 4.4 per cent dissatisfaction. If this is a true picture of the actual state of affairs, graduates appear to have done quite well in locating satisfactory employment.

Training Influencing Employment

As shown in Table 8, more than a third (34.3%) of the respondents felt that on-the-job training had been the most important training for their present jobs. About 13.4 per cent felt they had received their most important training in high school. The largest percentage of this group were women employed in office work. Only a small percentage responded to the other categories, but here again, the fact that many were still preparing for employment might be influential. When the responses of men and women were compared, women placed greater importance on the value of high school and on-the-job training than did men.

Relationship Between Present Job and Vocation Planned in High School

Table 9 shows the comparison of vocational choice while in high school with the job held at the time the questionnaire was filled out. About 30 per cent failed to make a response to this item, but here again, most of the people in this group were in college and not working. By far, the largest percentage (28.3) admitted they did not know what they wanted to do while in high school. Of the groups so responding, 40 per cent were men and 18.9 per cent women. This data seems to indicate that women had a better foreknowledge of their

life's occupation than did the men.

Factors Influencing Selected Life Occupation

Table 10 reveals a great variation of factors influencing selected life occupation, with no particular pattern appearing except possibly the women selecting clerical or kindred occupations. About 38.8 per cent failed to respond to this item. Here again, because of the recentness of the survey, the item is not of much value.

Evaluation of High School Subjects

Tables 11 through 18 detail the responses of graduates regarding the high school curriculum. Subjects which men indicated were best liked included industrial arts, bookkeeping, history, English, algebra, typing, chemistry, and physics. Among subjects which girls indicated were best liked were English, home economics, bookkeeping, and typing. There are several differences in choices, with 43.2 per cent of the women choosing English, as compared to 13.3 per cent of the men. Approximately 13.3 per cent of the men selected physics, while no women made this choice. Another rather strange choice was indicated by the fact that 30 per cent of the men selected bookkeeping, while only 16.2 per cent of the women made this choice. With the exception of English and typing, the above courses were electives and, as such, would have an advantage over required courses.

English was felt to be of most value to those graduates who went on to college. Typing, speech, chemistry, and algebra also received most responses from this group. Industrial arts, home economics,

bookkeeping, office practice, and business math received the highest vote from graduates not continuing their education.

Among the subjects liked least were English, history, and bookkeeping. Men had stronger dislike for English than did women, while more women indicated a dislike for history than did the men. Many of the same courses which were liked most by some graduates were disliked most by others.

History was the only subject receiving any significant negative response as being least useful by both men and women. The college group constituted the major portion of responses finding industrial arts, home economics, and bookkeeping of little value. Whereas, the noncollege group found history, English, algebra, and chemistry of the least value.

Subjects men graduates wished they had taken were algebra, chemistry, business law, physics, solid geometry, and trigonometry, while women indicated that they wished they would have taken algebra, chemistry, physics, and speech. Many indicated they would have taken the same courses, but wished they had studied harder.

About a fourth of the graduates felt the course offerings were adequate. Almost a half felt that a foreign language should have been offered. Shorthand and psychology were the only other courses receiving any amount of responses.

English, algebra, history, and chemistry were indicated as the most difficult; while bookkeeping, typing, and industrial arts were found the easiest.

In this section of the questionnaire, because graduates were asked to indicate two choices in each of the above areas, it tended to spread the choices rather thinly over the 19 courses listed.

Table 8. Training Influencing Employment

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women %	Women no.	Women %	Total no.	Total %
High school	1	2	0	1	0	2	1	2	2	6.6+	7	18.9+	9	13.4+
Vocational or technical school	1	1	1	0	0	0	0	0	2	6.6+	1	2.7+	3	4.4+
On-the-job training	6	3	1	3	1	3	1	5	9	30.0	14	37.8+	23	34.3+
College	1	3	0	0	0	0	0	0	1	3.3+	3	8.1+	4	5.9+
Military	3	0	0	0	0	0	1	0	4	13.3+	0	0.0	4	5.9+
Other	1	1	0	1	0	1	0	0	1	3.3+	3	8.1+	4	5.9+

Table 9. Relationship Between Present Job and Vocation Planned in High School

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women %	Women no.	Women %	Total no.	Total %
Just what I'd planned	1	2	0	0	0	2	0	0	1	3.3+	4	10.8+	5	7.4+
Almost the same	3	4	0	1	0	2	0	0	3	10.0	7	18.9+	10	14.9+
A little like it	0	0	1	1	0	0	0	2	1	3.3+	3	8.1+	4	5.9+
Not like it at all	3	0	0	1	0	2	0	1	3	10.0	4	10.8+	7	10.4+
Didn't know then what I wanted to do	6	1	1	1	2	1	3	4	12	40.0	7	18.9+	19	28.3+

Table 10. Factors Influencing Selected Life Occupation

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	%	Women no.	%	Total no.	%
High school experience	0	3	1	1	0	3	0	2	1	3.3+	9	24.3+	10	14.9+
College experience	1	0	0	0	0	0	0	1	1	3.3+	1	2.7+	2	2.9+
Military service	1	0	0	0	0	0	1	0	2	6.6+	0	0.0	2	2.9+
Family occupations	3	0	0	0	0	0	1	0	4	13.3+	0	0.0	4	5.9+
Per chance	1	1	1	2	0	1	1	4	3	10.0	8	21.6+	11	16.4+
Others	5	3	0	0	1	0	0	0	6	20.0	3	8.1+	9	13.4+

Table 11. Two Subjects Liked Most

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men %	Women %	Total no.	Total %
English	3	6	0	3	1	2	0	5	4	13.3+	16	43.2+	20	29.8+
Social studies	0	0	0	1	0	1	1	3	1	3.3+	5	13.4+	6	8.9+
Higher algebra	2	1	1	1	0	0	1	1	4	13.3+	3	8.1+	7	10.4+
Chemistry	2	1	0	0	1	0	1	1	4	13.3+	3	5.4+	6	8.9+
Physics	3	0	0	0	0	0	1	0	4	13.3+	0	0.0	4	5.9+
Solid geometry	0	1	0	0	1	0	0	0	1	3.3+	1	2.7+	2	2.9+
Trigonometry	1	0	0	0	0	0	0	0	1	3.3+	0	0.0	1	1.4+
Biology	0	0	1	1	0	3	0	0	1	3.3+	4	10.8+	5	7.4+
Typing	2	1	0	0	1	3	1	2	4	13.3+	6	16.2+	10	14.9+
Bookkeeping	5	2	2	2	1	0	1	2	9	30.0	6	16.2+	15	22.3+
Bus. Law	0	2	1	1	0	2	0	0	1	3.3+	5	13.4+	6	8.9+
Bus. math	1	0	0	2	0	0	0	0	1	3.3+	2	5.4+	3	4.4+
History	3	0	1	1	0	0	1	2	5	16.6+	3	8.1+	8	11.9+
Office practice	0	2	0	0	1	1	1	0	2	6.6+	3	8.1+	5	7.4+
Ind. arts	8	0	2	0	0	0	3	0	13	43.3+	0	0.0	13	19.4
Home economics	0	5	0	2	0	1	0	1	0	0.0	9	24.3+	9	13.4+
Geometry	1	0	0	0	0	1	1	1	2	6.6+	2	5.3+	4	5.9+
Speech	1	3	0	0	0	0	0	2	1	3.3+	5	13.4+	6	8.9+

Table 12. Two Subjects Most Useful

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women %	Women no.	Women %	Total no.	Total %
English	8	6	3	2	2	3	1	6	14	46.6+	17	45.9+	31	46.2+
Social studies	0	1	0	1	0	0	0	2	0	0.0	3	8.1+	3	4.4+
Higher algebra	2	0	1	1	1	0	1	1	5	16.6+	2	5.4+	7	10.4+
Chemistry	1	0	0	1	0	1	1	1	2	6.6+	3	8.1+	5	7.4+
Physics	2	0	0	0	0	0	1	0	3	10.0	0	0.0	3	4.4+
Solid geometry	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0
Trigonometry	0	0	0	0	1	0	0	0	1	3.3+	0	0.0	1	1.4+
Biology	0	0	0	0	1	0	0	0	1	3.3+	0	0.0	1	1.4+
Typing	5	3	1	2	1	0	1	2	8	26.6+	7	18.9+	15	22.3+
Bookkeeping	2	5	1	2	2	0	1	1	6	20.0	8	21.6+	14	20.8+
Bus. Law	0	0	0	0	0	0	1	0	1	3.3+	0	0.0	1	1.4+
Bus. math	2	0	1	1	0	1	0	2	3	10.0	4	10.8+	7	10.4+
History	0	0	0	1	0	0	0	0	0	0.0	1	2.7+	1	1.4+
Office practice	1	0	0	0	0	3	0	4	1	3.3+	7	18.9+	8	11.9+
Ind. arts	7	0	1	0	0	0	2	0	10	33.3+	0	0.0	10	14.9+
Home economics	0	6	0	0	0	2	0	0	0	0.0	8	21.6+	8	11.9+
Geometry	2	0	0	0	0	0	0	0	2	6.6+	0	0.0	2	2.9+
Speech	0	5	0	0	2	0	0	2	2	6.6+	7	18.9+	9	13.4+

Table 13. Two Subjects Liked Least

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women %	Men %	Women no.	Women %	Total no.
English	12	2	1	3	2	5	3	3	18	60.0	13	35.1+	31	46.2+
Social studies	2	2	0	1	0	0	0	2	2	6.6+	5	13.4+	7	10.4+
Higher algebra	1	3	0	0	0	0	0	1	1	3.3+	4	10.8+	5	7.4+
Chemistry	0	1	0	2	2	0	0	1	2	6.6+	4	10.8+	6	8.9+
Physics	0	3	0	0	1	0	0	1	1	3.3+	4	10.8+	5	7.4+
Solid geometry	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0
Trigonometry	1	0	0	0	0	0	0	1	1	3.3+	1	2.7+	1	2.9+
Biology	3	0	1	0	0	0	1	1	5	16.6+	1	2.7+	6	8.9+
Typing	0	0	0	0	0	1	1	1	1	3.3+	2	5.4+	3	4.4+
Bookkeeping	2	2	1	1	0	1	2	0	5	16.6+	4	10.8+	9	13.4+
Bus. Law	0	0	0	0	0	0	0	3	0	0.0	3	8.1+	3	4.4+
Bus. math	1	1	0	1	0	1	0	0	1	3.3+	3	8.1+	4	5.9+
History	2	4	1	4	0	3	1	1	4	13.3+	12	32.4+	16	23.8+
Office practice	2	1	0	0	0	0	0	0	2	6.6+	1	2.7+	3	4.4+
Ind. arts	2	0	2	0	1	0	1	0	6	20.0	0	0.0	6	8.9+
Home economics	0	1	0	0	0	1	0	1	0	0.0	3	8.1+	3	4.4+
Geometry	0	0	0	1	0	0	0	0	0	0.0	1	2.7+	1	1.4+
Speech	0	2	1	0	0	2	0	0	1	3.3+	4	10.8+	5	7.4+
Phy. Ed.	0	0	1	0	0	0	0	0	1	3.3+	0	0.0	1	1.4+

Table 14. Two Subjects Least Useful

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total			
	no.	no.	no.	no.	no.	no.	no.	no.	no.	%	no.	%	no.	%
English	3	0	1	1	0	2	0	0	4	13.3+	3	8.1+	7	10.4+
Social studies	1	0	0	0	0	0	0	1	1	3.3+	1	2.7+	2	2.9+
Higher algebra	4	1	0	1	0	0	1	0	5	16.6+	2	5.4+	7	10.4+
Chemistry	0	0	0	0	2	0	1	1	3	10.0	1	2.7+	4	5.9+
Physics	0	0	0	0	1	0	0	2	1	3.3+	2	5.4+	3	4.4+
Solid geometry	0	1	0	0	0	1	0	0	0	0.0	2	5.4+	2	2.9+
Trigonometry	2	1	0	0	0	1	0	1	2	6.6+	3	8.1+	5	7.4+
Biology	3	1	0	0	0	0	0	1	3	10.0	2	5.4+	5	7.4+
Typing	2	0	0	0	0	0	0	1	2	6.6+	1	2.7+	3	4.4+
Bookkeeping	0	3	1	2	1	0	2	1	4	13.3+	6	16.2+	10	14.9+
Bus. Law	0	2	0	0	0	0	0	0	0	0.0	2	5.4+	2	2.9+
Bus. math	0	0	0	0	0	0	0	1	0	0.0	1	2.7+	1	1.4+
History	5	4	1	2	1	3	2	1	9	30.0	10	27.0	19	28.3+
Office practice	1	3	0	0	0	0	0	2	1	3.3+	5	13.4+	6	8.9+
Ind. arts	5	0	2	0	0	0	2	0	9	30.0	0	0.0	9	13.4+
Home economics	0	0	0	3	0	1	0	2	0	0.0	6	16.2+	6	8.9+
Geometry	2	0	0	1	0	0	0	0	2	6.6+	1	2.7+	3	4.4+
Speech	0	1	0	0	0	0	0	0	0	0.0	1	2.7+	1	1.4+
Phy. Ed.	2	3	1	0	0	0	0	0	3	10.0	3	8.1+	6	8.9+

Table 15. Two Subjects Offered That Graduates Wished They Would Have Taken

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Total no.	Total %		
Higher algebra	6	7		1	1		1	2	8	26.6+	10	27.0	18	26.8+
Chemistry	5	4				2	1	2	6	20.0	8	21.6+	14	20.8+
Physics	3	1		1		2		1	3	10.0	5	13.4+	8	11.9+
Solid geometry	2		1					1	3	10.0	1	2.7+	4	5.9+
Trigonometry	1		1		1				3	10.0			3	4.4+
Bookkeeping	1					1			1	3.3+	1	2.7+	2	2.9+
Business Law	3		1		1				5	16.6+			5	7.4+
Office practice	1								1	3.3+			1	1.4+
Industrial arts			1						1	3.3+			1	1.4+
Home economics		1		1							2	5.4+	2	2.9+
Geometry	1	3					1		2	6.6+	3	8.1+	5	7.4+
Speech				4				3			7	18.9+	7	10.4+

Table 16. Two Subjects Not Offered That Graduates Would Recommend Be Included in the Curriculum

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women %	Women no.	Women %	Total no.	Total %
Foreign language	5	8	2	6	2	3	2	5	11	36.6+	22	59.4+	33	49.2+
Art		1									1	2.7+	1	1.4+
Agriculture	3								3	10.0			3	4.4+
Psychology	3					1	2		3	10.0	3	8.1+	6	8.9+
Marketing	1								1	3.3+			1	1.4+
Music theory		1	1						1	3.3+	1	2.7+	2	2.9+
Economics	2	1							2	6.6+	1	2.7+	3	4.4+
Shorthand		2				1	6				9	23.3+	9	13.4+
Auto mechanics	1								1	3.3+			1	1.4+
Bookkeeping II		1									1	2.7+	1	1.4+
Health and first aid				1		1					2	5.4+	2	2.9+

Table 17. Two Subjects Found Most Difficult

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women %	Women no.	Women %	Total no.	Total %
English	9	3	1	3	1	3	3	4	14	46.6+	13	35.1+	27	40.3
Social studies	1		1	1		1		2	2	6.6+	4	10.8+	6	8.9+
Higher algebra	3	5	1		1	1	3	1	8	26.6+	7	18.9+	15	22.3+
Chemistry	2	2		2	3			2	5	16.6+	6	16.2+	11	16.4+
Physics	1	3			2				3	10.0	3	8.1+	6	8.9+
Solid geometry						1					1	2.7+	1	1.4+
Trigonometry	2		1				1	1	4	13.3+	1	2.7+	5	7.4+
Biology	1	1	1				1	1	3	10.0	2	5.4+	5	7.4+
Typing	1	1		1			1		2	6.6+	2	5.4+	4	5.9+
Bookkeeping	2						1	1	3	10.0	1	2.7+	4	5.9+
Business Law	1							1	1	3.3+	1	2.7+	2	2.9+
History	2	2	1	3		4	2		5	16.6+	9	24.3+	14	20.8+
Industrial arts	1								1	3.3+			1	1.4+
Home economics							1				1	2.7+	1	1.4+
Geometry	2	1		2		1		2	2	6.6+	6	16.2+	8	11.9+
Speech		3									3	8.1+	3	4.4+

Table 18. Two Subjects Found Least Difficult

	Class of 1959		Class of 1960		Class of 1961		Class of 1962		Total					
	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men no.	Women no.	Men %	Women %	Total no.	Total %
English	2	4		2	1	2		2	3	10.0	10	27.0	13	19.4
Social studies	1	1				1		1	1	3.3+	3	8.1+	4	5.9+
Higher algebra					1			1	1	3.3+	1	2.7+	2	2.9+
Chemistry								1			1	2.7+	1	1.4+
Physics	1						1		2	6.6+			2	2.9+
Biology	2			1					2	6.6+	1	2.7+	3	4.4+
Typing	5	4			1	3	1	2	7	23.3	9	24.3+	16	23.8+
Bookkeeping	4	5	3	4	2		1	2	10	33.3+	11	29.7+	21	31.3+
Business Law	1	1	1	1		2		2	2	6.6+	6	16.2+	8	11.9+
Business math		1		3		1					5	13.4+	5	7.4+
History							1	2	1	3.3+	2	5.4+	3	4.4+
Office practice		3				3		1			7	18.9+	7	10.4+
Industrial arts	9		2				4		15	50.0			15	22.3+
Home economics		3		1		2		3			9	24.3+	9	13.4+
Geometry	1						2		3	10.0			3	4.4+
Speech		1		2	1			1	1	3.3+	4	10.8+	5	7.4+
Phy. Ed.		1									1	2.7+	1	1.4+

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to briefly summarize the most significant findings of the study. More detailed information, in regard to findings, conclusions, and comments, is found after each table in Chapter IV, "Analysis of Returns."

With a fair representation of college students for a rural community, it seems that as many college preparatory courses as can be offered has merit. With the tremendous response indicating a need for a modern foreign language, it would seem reasonable to consider an introduction in this area. The shrinking dimensions of the world, due to improved transportation and communication, would further recognize this fact. An offering of a modern foreign language would fill this need.

There seems to be a trend for fewer graduates to go to work immediately after graduation. This apparently means that students are attending different types of schools for preparation for occupation in increasing numbers. This places responsibility on school for providing adequate guidance services. The fact that about a third of the graduates indicated they were not adequately informed of occupational opportunities on the last item on the questionnaire indicates that a large number felt a need existed in this area of the school program during the years they were in school. The fact that a small percentage were working in the occupations they thought they would be

when they were in school is another indication that there is a definite need for occupational planning in high school. These two facts emphasize the need for extended guidance services in our rapidly changing society. With this rapid change comes a corresponding increase in the complexity of the work world. With the aforementioned in mind, it seems justifiable here to recommend the extension of guidance services to facilitate this need. The trend for graduates, who are employed full time, to choose clerical, semi-skilled, and unskilled labor for their work would indicate that the training they receive in high school should be geared to offer them the most up-to-date methods and procedures in these areas. Provisions should be made to expand the industrial arts and business departments as much as possible.

Many factors affect the likes and dislikes of students for courses taken in high school. Some of these might be previous experiences with the subject matter, personality and skill of the teacher, success or failure, and vocational and extra-curricular interests. The response to a particular subject will change from time-to-time as a student is exposed to different experiences.

A certain percentage of students indicated that they should have taken certain subjects, and the subjects they considered most valuable can also prove valuable in discussing future academic plans with students.

In the last subjective items of the questionnaire, many graduates indicated the need for more emphasis on the building of study

habits, and this objective might well be encouraged through every phase of the school program. Perhaps the utility of a course on study habits and skills could be explored.

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APPENDIX

BELVIEW INDEPENDENT SCHOOL

District Number 631

Belview, Minnesota

Walter A. Gimmestad, Superintendent

Delton J. Roelofs, Principal

Officers:

Gilbert Muetzel, Chairman

Franklin Anderson, Clerk

LaVerne Miller, Treasurer

Directors:

Harley Aamoth

Sanford Cole

Harry Huseby

Jay Mace

April 3, 1963

Dear Graduate:

The enclosed questionnaire is being sent to you as a graduate of Belview High School with the hope that your answers will help to determine the kind of a job the school is doing in preparing its graduates for life after graduation. We would like to know what you actually think about your experiences while you were attending high school, along with information regarding your present occupational and educational status. By giving us this information you can assist us in developing an educational program which will better satisfy our students needs and interests.

Please be completely frank in answering all of the questions. Your names will not be used in any way and your answers will be kept strictly confidential.

Needless to say a survey of this type can be successful only if you reply promptly and accurately. A self-addressed, stamped envelope is enclosed for your convenience. It is requested that you return the questionnaire immediately.

Thank you very much for your assistance and cooperation.

Sincerely,

Delton J. Roelofs

A FOLLOW-UP SURVEY QUESTIONNAIRE
OF BELVIEW HIGH SCHOOL GRADUATES

PART I

NAME _____ MAIDEN NAME _____
 ADDRESS _____ CITY _____ STATE _____
 MARITAL STATUS: Single ___; Married ___; Divorced ___; Separated ___;
 Widow or widower _____.
 NUMBER OF CHILDREN _____
 Is your husband or wife from the Belview area? _____

PART II --EDUCATION

After leaving high school, what education have you had, or are you getting at present? Include all types of training or education you have undertaken since high school.

NAME OF SCHOOL	AREA STUDIED	DATES OF ATTENDANCE	DEGREES RECEIVED OR DEGREES YOU ARE SEEKING

Among the following suggested factors, please check (x) any that influenced your further educational choice. Double check (xx) the areas that influenced you the most.

- _____ 1. nearness to home
- _____ 2. low tuition
- _____ 3. parents favored
- _____ 4. friends attending
- _____ 5. high educational standards
- _____ 6. offered desired job training
- _____ 7. scholarship offered
- _____ 8. religious influence
- _____ 9. parents or older brothers and sisters attended there
- _____ 10. I didn't know what I wanted to do and thought college would help me decide.
- _____ 11. extra-curricular activities
- _____ 12. others: _____

PART III--OCCUPATION

How soon after graduation from high school did you begin working at your first steady job?

- immediately
 during the first year
 upon completion of vocational or technical school
 after some college training or military service
 upon graduation from college

What was the one most important thing that helped you get your first job?

- advertisement
 employment agency
 college or school placement service
 influence of a friend or relative
 other: _____

What was the one most important thing that helped you get your present job? _____

How satisfied are you with your present job?

- well satisfied
 satisfied
 indifferent
 disappointed
 dissatisfied

Where did you get your most important training for your present job?

- high school
 vocational or technical school
 on-the-job training
 college
 military
 other: _____

Is your present job the one you were planning on in high school?

- just what I'd planned
 almost the same
 a little like it
 not like it at all
 didn't know then what I wanted to do

What influenced you the most in determining your selected life occupation?

- high school experience
 college experience
 military service
 family occupations
 per chance
 other: _____

Starting with your present job, please list in order the regular jobs you have held since leaving high school. Include military service.

NAME OF EMPLOYER	LENGTH OF EMPLOYMENT 19__ to 19__	TYPE OF WORK

PART IV--HIGH SCHOOL CURRICULUM

What two subjects did you like the best in high school? _____

What two subjects have you found the most useful? _____

What two subjects did you like the least in high school? _____

What two subjects did you find least useful? _____

What two subjects do you wish you had taken that you did not take?

What two subjects not offered do you feel should have been? _____

What two subjects did you find the most difficult? _____

What two subjects did you find the easiest? _____

In regard to occupational opportunities do you feel that you were adequately informed?

What types of occupational opportunities should have been offered?

How helpful did you find your high school experience in regard to your post high school educational training?

What type of courses did you find most beneficial and meaningful in regard to your present occupation?

Please write a short supplementary statement in regard to curriculum improvements you now feel essential.

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

BELVIEW HIGH SCHOOL
Belview, Minnesota
May 28, 1963

Belview High School
Belview, Minnesota

Just 2 weeks ago we mailed you a questionnaire asking your help. At this time we have not received your answer.

We need your help in getting an accurate picture of the work of our high school.

Won't you please take out ten minutes right now to fill out your questionnaire and return it to us.

Yours truly,

Delton Roelofs
Principal

BELVIEW HIGH SCHOOL
Belview, Minnesota
May 28, 1963

Dear Graduate:

Some time ago I sent you a questionnaire which I asked be filled out and returned. In checking the returns, I find I have not received an answer from you.

I realize how busy everyone has been, but would it be possible for you to complete it now? In case you have misplaced the original copy, there is another enclosed.

Some feel their information is not important, but I assure you that everyone contributes something to the final results. All information will be held in strictest confidence, with only a summary of the results from you and all your classmates being included in the final report.

This type of study is most valuable when there is a form returned from each member of the class, and I would urge you to return it today. Many thanks for your cooperation.

Sincerely,

Delton J. Roelofs