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A FOLLOW-UP STUDY OF THE 1962-66 GRADUATES

AUGUSTANA ACADEMY

BY

S. LUTHER SIMONSON

A thesis submitted in partial
fulfillment of the requirements for the degree
Master of Science, Major in Guidance
Counseling, South Dakota
State University

1969

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A FOLLOW-UP STUDY OF THE 1962-66 GRADUATES

AUGUSTANA ACADEMY

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser /

Date /

Head, Education Department /

Date

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CHAPTER I

INTRODUCTION

The functions of the guidance program in today's schools usually consist of five main services. They are: inventory, information, counseling, placement, and follow-up. This paper will center about the last of these services, namely, follow-up.

The follow-up service is to education what the customer relations department is to merchandising. By means of a continuing follow-up of former students, the educator learns of their failures, problems, successes, and--most important--obtains their suggestions for improvement.

THE PROBLEM

Statement of the problem. The purpose of this investigation was to conduct a follow-up study of the 1962-66 graduates of Augustana Academy, Canton, South Dakota. Information concerning their evaluations of their former school, their opinions of it, and their present status were sought in this survey.

Importance of the study. At the present time, Augustana Academy is undergoing a retooling operation. With this in mind, it is necessary to evaluate the present curriculum and guidance services. The main purpose of this study was to aid in these revisions.

METHODS AND PROCEDURES USED

This project was a descriptive research study, which involved the gathering of facts and opinions by interviews and questionnaires.

The first step was to obtain a list of all the graduates of the mentioned five years. Copies of the lists of graduates were obtained from the Alumni and Public Relations Office. These were checked and brought up to date. Since there were only 236 in total number, it was decided not to use any sampling method, but to contact the entire population. After all the names and addresses were collected, the next step was to draw up a questionnaire and covering letter. These forms may be found in Appendix A. The questionnaire was mimeographed on pink paper since business firms experienced in direct-mail advertising, have found questionnaires printed on pink paper produce a higher rate of return. (See page 14 in Chapter II.)

To check the accuracy and completeness of the questionnaire, several people associated with the Academy during this period of time were interviewed. It was discovered through these interviews that two courses had mistakenly been left off the list of subjects.

The actual mailing of the questionnaire was done by the public relations department of the school. The letter and questionnaire were mailed to each of the 236 graduates. In addition to these two pieces, an envelope addressed to the school was included to be used

in returning the answered questionnaire. Three months later a second letter was sent to the entire group. No record was maintained of those returning the questionnaire from the first appeal. This necessitated a complete second mailing. One of the reasons for not using a method of recording was to assure the anonymity promised.

The last step in this research was to tabulate the results. They are presented in Chapter III.

DEFINITIONS OF TERMS

Clients. This is another term for a counselee.

Comparative study. Any study in which two or more cases or groups of cases are compared.

Counseling. This is the core of guidance. It is the one-to-one relationship between a trained counselor and another person (a counselee) for the purpose of helping this person understand himself and adjust and live as a productive member of his society.

Covering letter. A letter that accompanies a mailed questionnaire which explains the questionnaire, its purpose, and serves to get the action of the receiver.

Criteria. A standard or measure for judging and comparing things.

Curriculum. A group of courses and planned experiences which a student has under the guidance of the school. It includes subjects offered and extra-curricular activities.

Drop-out. A pupil who withdraws from school before graduation.

Follow-up study. A study made to collect information about a student at some period after he has left high school in order to estimate how effective the school was in preparing him for post-school life and activities.

Goldenrod paper. Goldenrod refers to the color, not the quality of paper. It is a brownish-gold color.

Guidance. A form of systematic assistance to pupils, students, or others, to help them in assessing their abilities and limitations and to use that information effectively in daily living.

School leaver. A student who quits school before his graduation. Also called a drop-out.

Transcript. An official list of all courses taken by a student at a high school, college, or university showing the final grade received for each course, with definitions of the various grades given at the institution. It also shows the amount of credit granted for each course by that particular school.

Validity. The extent to which a test or other measuring instrument fulfills the purpose for which it is used.

LIMITATIONS OF THE STUDY

The limitations of this study were:

- (1) It surveyed only the graduates of the years 1962-66.
- (2) It surveyed only graduates, not drop-outs.

- (3) This survey was based on information gathered by use of questionnaires and interviews.
- (4) Only 41 per cent of the graduates responded to the survey.

CHAPTER II

REVIEW OF THE LITERATURE

There is much literature in today's education books, journals, and magazines relevant to all aspects of follow-up studies. This chapter contains a summary of a limited amount of this information. It is divided into three sections; what a follow-up study is, the purpose of making such a study, and the method of development in carrying out a thorough follow-up survey.

INTRODUCTION TO FOLLOW-UP STUDIES

What is a follow-up study. After a high school graduate has received his diploma, the school must continue to follow him. A major guidance function still remains to be performed. This is the conducting of a follow-up study. Such a study is designed to gather attitudes, information, and opinions from former students and their college teachers or employers. The facts revealed by them may be used as a means of evaluation of the classroom instruction, the curriculum as a whole, and guidance services (Hutson, 1958).

Total agreement among a school's faculty is easy to obtain when dealing with the question of the significance of the obtained information. The difficulty with which most schools are concerned is that of implementing the study (Hatch and Dressel, 1953).

The need for follow-up studies. The Occupational Adjustment Study has attested to the need for such studies not only as a vital

feature of the guidance program, but it also has great significance for curriculum and instruction as well (Hutson, 1958).

Most follow-ups are done using only those who have graduated. Actually this is doing a study of only those who have successfully achieved, which would usually be more ready to recommend the curriculum and guidance services, per se. A school can gain much by including drop-outs as they were the ones failed through inadequacies of the school to meet their needs (Stoops and Wahlquist, 1958).

A basic assumption of follow-up studies. When a school decides to conduct a follow-up study, it immediately assumes a basic fact. The assumption is that the experiences of students leaving school in the last few years are a good indicator of what will happen to those who are now students when they leave school. It can be considered a reasonable assumption, with the exception of periods of national crises, such as war or an abrupt deflation. One of the most persuasive arguments for use of the follow-up lies in this assumption (Froehlich, 1950).

Like many other things, a study such as this may have objective criteria. It must, however, be used in conjunction with criteria that are subjective in nature such as opinions of drop-outs, employers, school graduates, parents and others (McDaniel, Lallas, Saum, and Gilmore, 1959).

PURPOSES OF A FOLLOW-UP STUDY

Evaluation and improvement of the curriculum. A manufacturer, if he wants to stay in business, does not lose interest in his product as soon as it is sold. He follows the product into the consumer's hands and determines how it is working out under actual operating conditions. He may actually spend many thousands of dollars in discovering the consumer's reactions to relatively minor changes in design. If he finds that the product needs to be changed to meet consumer demands, he immediately makes the necessary revisions.

The schools will do well to follow the example of such manufacturers. They, too, should follow up their products to discover needed revisions in the school program. The follow-up study gives the school a basis for judging the extent its curriculum, goals, and policies are meeting the life needs of the youth it serves.

The facts revealed along this line can also point out changes which should be made in a school's adult education program to better meet the needs of its former students and the community (Ohlsen, 1964).

Evaluation and improvements of guidance services. The follow-up study has been extensively used in evaluating guidance services. Information pertaining to a student's educational, personal adjustment, and vocational should be collected. His opinion of counseling is also another clue to the effectiveness of the program. Obtaining

such information from recent graduates shows a realistic picture of what lies ahead for present and future students. The school can then use this as a basis for evaluation and necessary improvements (Froehlich, 1950).

The concept is no longer acceptable that the school has accomplished its aim with their students once they leave school. A follow-up can help graduates to re-evaluate their educational and vocational plans. This may be an assistance in identifying those in further need of guidance services. As an example, it may find that a student with promise in mechanical work is clerking in a drugstore. The student would undoubtedly welcome help in securing a more suitable position. It may also find that a capable girl needs financial help in furthering her education. Having once discovered this fact, a counselor can then help her in finding a solution to this problem (Froehlich, 1950).

Discovery of pertinent facts for occupational counseling.

According to Hoppock, "The major purpose of the follow-up study is to give the students a more realistic picture of their future by helping them to find out what has happened to those who have preceded them."

Many high school and college students have only a limited and vague knowledge of the employment opportunities which they may expect to find when they are ready to look for a job. As a result, their

occupational plans are often unrealistic, and restricted to the few occupations with which they are familiar (Hoppock, 1963).

A follow-up can give answers to such questions as (1) how many kinds of employment opportunities are available for the beginning worker in the community, (2) how many are employed in the local community, (3) what means were used to obtain jobs, and (4) what occupational difficulties were encountered in getting and holding a job (Norris, Zeran, and Hatch, 1960).

Other authors have stated purposes of the follow-up studies that could be considered of less significance. The three cited above are fairly representative.

When the aims and goals have been firmly established, the next big step is the actual process of carrying on the study. The following are the suggested procedures for doing this type of study. They are given in detail in order to develop and present a systematic way of setting forth the study.

PROCEDURE FOR CONDUCTING A FOLLOW-UP STUDY

The procedure for conducting such a study has been divided into thirteen steps by Willa Norris, Franklin Zeran, and Raymond Hatch in their book, "The Information Service in Guidance."

Preliminary activities. These activities include making general plans of the content, method of study and scope, the budget and work plan, publicizing the study, and selecting the personnel to do the

study. All means of accomplishing the purposes for which the survey is being done should be examined to make certain that no alternative method would be more effective or desirable. Next, is to plan for the application of the findings of the survey to the solution of the problems which have inspired it. Unless these findings will definitely be used, the survey should stop at this point.

Sponsorship and leadership. The sponsor and the leader of the survey must be determined at the earliest stage. The school or a community agency may accept the chief responsibility, or the survey may be a cooperative effort on the part of the school and several agencies. It is important to obtain the endorsement of the board of education for such a survey. The prestige of official sponsorship may substantially increase returns (Norris, Zeran, Hatch, 1960). It has been found that the three people usually assigned to do a follow-up study are the coordinator of placement services, the director of guidance, or the director of research (Ohlsen, 1964).

Determine the purpose. The success of a follow-up study depends on a clearly stated set of objectives. In arriving at them, the following questions might be used.

1. Where do school leavers get jobs?
2. What school offerings are deemed essential in preparing for these jobs?
3. What school offerings seem to be least significant?
4. How do employers recruit their workers?

5. Do school leavers know how, when, and where to look for a job?
6. Do the academically talented use their talents by taking further educational training (Norris, Zeran, Hatch, 1960)?

Determine the techniques and scope of the study. This step in a follow-up study is concerned with determining exactly the group to be studied and the methods to be used.

The geographical area to be included must first be decided upon. It may encompass a whole city or county, or may be limited to a single school. Next the exact group to be studied must be determined. Will it include all school leavers, just drop-outs, or just graduates? Lastly, the question must be answered, how many former students will be studied? Should all school leavers be studied or should a sampling method be employed?

Follow-up surveys are usually conducted by interview, questionnaire or a combination of these two methods (Norris, Zeran, Hatch, 1960). R. M. Jackson and J. W. Rothney did a comparative study of the mailed questionnaire and the interview in follow-up studies. They discovered a differential did appear in the responses to the mailed questionnaire and interview.

The interview, it was found, drew more complete and extensive responses. The questionnaire represented a saving in cost and time. However, it was concluded that the differences in the cost and time

involved in securing data from the school leavers by the interview were more than justified by the greater insight into the responses and the more complete responses which the interview produced (Jackson and Rothney, 1961).

Henry B. McDaniel takes a dim view of the use of interviews and questionnaires. He states,

It is difficult, in using questionnaires and interviews for making follow-up studies, to obtain adequate returns because many former clients fail to answer questionnaires and because it is impossible to ensure that responses are always objectively honest. Furthermore, it is seldom possible to get in touch with all the clients. Inevitably, there is cause for serious doubt as to how truly representative the returns are (McDaniel, 1959).

Determine the work schedule and cost. An essential part of planning a survey must be given to consideration of the cost and work schedule. The time of year for making the study should be set. The budget should include such items as clerical assistance, mimeographing, postage, and printing (Willey and Andrew, 1955).

In a follow-up conducted by the Tracy, California, Union High School, the cost was approximately 25 cents for each return (Norris, Zeran, Hatch, 1960).

Preparing forms. One of the most important steps in planning a follow-up survey is developing the necessary forms; the covering letter, the interview form, the questionnaire, and a follow-up letter to those persons who do not return the questionnaire.

The covering letter should be brief and personal. It is generally signed by the superintendent, principal, guidance director, or a teacher who knows the student well. A personal note may be used instead of the form letter, especially if the number of persons being contacted is small. Service to the school should be emphasized as a reason for filling out the entire accompanying questionnaire (Norris, Zeran, Hatch, 1960).

If getting data must rely entirely upon returns by mail, the questionnaire must be kept short. The questions used should elicit views on such subjects as basic goals of education, degree of student freedom for running their extra-curricular activities, and merits of work experience (Hutson, 1958). The respondent should also tell what he has done since leaving school and what his school did or did not do to prepare him for the adult world.

Two types of questionnaires are now commonly being used: (1) the "cover-all" type or the extensive questionnaire which attempts to gather complete data concerning the entire record of the former student and (2) the more specific kind of questionnaire that asks questions about the former student's views as to the effectiveness of the school program (Hutson, 1958).

Business firm experience in direct-mail advertising has found that they can profitably use as many as ten or more different letters in a series on the same prospects. From carefully controlled tests these firms have found that return envelopes enclosed and questionnaires

printed on pink or goldenrod paper produce slightly more returns than those on blue, green, or white.

Other persons experienced in follow-up work report that a covering letter, separate from the questionnaire, usually brings more replies than a letter which is made a part of the questionnaire, and that a letter enclosing a return envelope brings more replies than one without an envelope (Mortensen and Schmuller, 1962).

In many respects, the interview is a questionnaire administered orally. It has the added advantage, however, of permitting the respondent to communicate his ideas without having them regimented by a check list. Even where a questionnaire is to be the chief means of gathering information about former students it should be supplemented by a few sample interviews. The interview should occur before the questionnaire is sent out as a check upon the completeness and validity of the questionnaire form (Stoops and Wahlquist, 1958).

Compiling the master list of respondents. A master list of all school leavers to be surveyed, should be compiled along with their addresses. The close friends, parents, and relatives will be able to supply most of the necessary addresses. Addresses may be obtained from alumni association files, former employers, and telephone directories. Index cards are frequently used since they are easy to handle and allow plenty of space for changing addresses and adding useful data (Norris, Zeran, and Hatch, 1960).

Selecting, directing, and supervising study personnel. One of the most important steps in the development of a follow-up is the selection of qualified individuals to aid in the various phases of the survey. Emery Stoops and Gunnar Wahlquist did a survey of seven Western states which indicated that counselors, business education teachers, and guidance committees usually make the follow-up studies. The survey may also be done by administrators, librarians, placement officers, teachers, and the students themselves. Practices vary from school to school concerning the delegation of responsibility for a follow-up study. Teachers should definitely be familiar with the study and allowed to participate if they wish (Stoops and Wahlquist, 1958).

Next the letter to accompany the questionnaire is constructed, the letter duplicated, and the mailing list prepared.

Introducing the survey. The effectiveness of a survey will depend upon how well the idea is presented to community, faculty, students, and the area as a whole. They should be acquainted with its purposes and values through the local newspapers and radio stations, and talks to parent-teacher groups and service clubs (Norris, Zeran, and Hatch, 1960).

Collecting the data. A specific date should be set for the return of the questionnaire and specified either in the covering letter or on the form itself. The term "return in a few days" should not be used. For unreturned questionnaires, follow-ups of one, two, or

three letters, a personal visit, or a telephone call should be made (Norris, Zeran, and Hatch, 1960).

There is a great deal of personal contact in a small school. Most of the students are well acquainted with each other. This makes for a friendly atmosphere. Many of the school leavers remain in the community. A small school should capitalize on this personal knowledge that the classmates have of each other. This will increase the percentages of former students supplying data for the study.

It has been reported that one small school uses a special method of securing replies. They keep a record of each graduate's birthday. Each year a birthday card is sent. Enclosed in the same envelope is a request for information about the student's post-school activities. The percentage of returns is extremely high. The personal touch does the trick (Froehlich, 1950).

Another suggestion that has been used is to include a dime for a cup of coffee while filling out the questionnaire. This could be done with the third or fourth letter.

Tabulating and interpreting the data. One of the final steps in the survey is to tabulate results. The information from completed questionnaires and interview blanks may be entered on master sheets using one sheet for each item. After the data has been tabulated, the results should be interpreted.

Preparing the report. A concise, interesting, and objective summary of the findings should be compiled. It should include the

purposes of the survey, a brief description of the procedures followed, sample forms, simple tables, and recommendations for action on the basis of the information obtained (Norris, Zeran, and Hatch, 1960).

Publishing the findings of the study and making it available to the public is a great method for improving public relations as it builds an understanding of the school (Froehlich, 1950).

Using the results. The follow-up study obtains statistics that have real meaning to the community and school. The results can be used in counseling situations as well as in the classroom.

The data should also be interpreted to the faculty. It is highly probable that many teachers have lost sight of the students as future citizens of the community. They view the student only as a person preparing for more schooling. If teachers can be helped to see the significance of the findings to their own classroom practices, the guidance program can contribute much to their in-service training (Froehlich, 1950).

REVIEW OF SOME FOLLOW-UP STUDIES PREVIOUSLY DONE

The last part of this chapter is devoted to a summary of three follow-up studies that have been done across the nation. They should help solidify the material presented earlier in this chapter.

United States Department of Labor Study. Nineteen thousand public high schools in the United States graduated about 1,700,000 students in June, 1960, but not many schools are able to report in

any detail the status of their graduates today. The number of states that systematically evaluate their high school graduates is also very small, and only two nationwide studies are known.

One of the two major national follow-up studies of high school graduates was made by the Bureau of Labor Statistics of the United States Department of Labor. It concerned the October, 1960, status of the nation's June, 1960, high school graduates.

The following were some of the findings:

1. The June, 1960, graduating class numbered 1,675,000 of which 750,000 were boys and 925,000 girls.
2. Nearly one of every two graduates was attending college in October, 1960.
3. Of the 921,000 graduates who did not go to college, 706,000 were in the labor market.
4. Clerical, operative, and kindred workers accounted for 56.3% of the 599,000 June 1960 graduates employed, and sales workers, farmers, and laborers accounted for a little more than 8% each.
5. In the labor force as a whole, 6.3% were unemployed in October, 1960. Of the June 1960 graduates in the labor market, 15.2% were unemployed the same month.
6. The 215,000 graduates who were not in college and not in the labor force included full-time homemakers and those who were taking training in special schools.

Follow-up of college graduates. A new study of college graduates was released recently by the National Science Foundation entitled, "Two Years After the College Degree-Work and Further Study Patterns."

This study was based on a 1960 study of more than 41,000 1958 graduates from about 1,200 colleges and universities. Answering the

questionnaire were recipients of about 32,000 bachelor's degrees, 7,000 master's degrees and 2,000 professional degrees.

Of those who received their bachelor's degrees in June, 1959, most were married, with the majority of marriages taking place before or shortly after graduation.

At the end of 1960, about 75% of the bachelor degree recipients were in the labor force. The great majority were working full time. Most of the men not in the labor force were in military service or were full-time students. Nineteen per cent of the women were housewives and 3% were full-time students.

Full-time employment was most prevalent among graduates who had majored in business, education, and engineering. Among those employed, most had college majors related to their jobs. The number of persons in teaching positions, however, almost doubled the number of working graduates who had obtained a degree in education.

When asked if they would choose the same major if given a chance to plan their college studies again, the overwhelming majority answered yes (School and Society, 1964).

High school drop-outs. The seriousness of pupils dropping out of school is well recognized by school personnel. A study was made in the DeKalb, Illinois, High School in order to learn what boys and girls who dropped out of school disliked about school, what subjects they had found most helpful, and to learn what happened to them after withdrawal.

Seventy-two students were surveyed--40 girls and 32 boys. IQ's showed the majority of these had the mental ability to do the academic work satisfactorily.

The principle reasons for withdrawal expressed by the girls were dislike of school, employment, failing grades, and marriage. The boys' reasons were dislike of school, failing grades, and to obtain a job.

Comments made by girl drop-outs on why they disliked school were "clannishness of other pupils," "I feel I was not learning," and "you need to be rich to have friends."

Courses the girls listed as most helpful included business subjects, English, homemaking, and mathematics. Business subjects, English, industrial arts, mathematics, and social studies were listed most numerously by boys.

In regard to their feeling for having withdrawn, most of the boys said they would like to have continued their schooling, while most of the girls expressed no regrets about leaving (Murk, 1960).

SUMMARY

This chapter was devoted to a review of recent literature on follow-up studies. The first section told of a suggested method and procedure for conducting such a survey. The steps are:

1. Preliminary activities
2. Sponsorship and leadership
3. Determining the purpose

4. Determining the techniques and scope of the study
5. Determining the work schedule and cost
6. Preparing forms
7. Compiling the master list of respondents
8. Selecting, directing, and supervising study personnel
9. Introducing the survey
10. Collecting the data
11. Tabulating and interpreting the data
12. Preparing the report
13. Using the results

CHAPTER III

THE QUESTIONNAIRE RESULTS

The facts, ideas, and opinions presented in this chapter are based on the questionnaires returned by 41 per cent of the 236 in the total population of this survey.

Breaking this percentage down by the various classes shows that: 49 per cent of the 1962 class, 30 per cent of the 1963 class, 43 per cent of the 1964' class, 29 per cent of the 1965 class, and 48 per cent of the 1966 class were returned.

WHAT TYPE OF SCHOOL DID THE GRADUATES ATTEND FOLLOWING GRADUATION

Figure 1 gives a general picture of the type of school the Augustana Academy graduate attended following graduation.

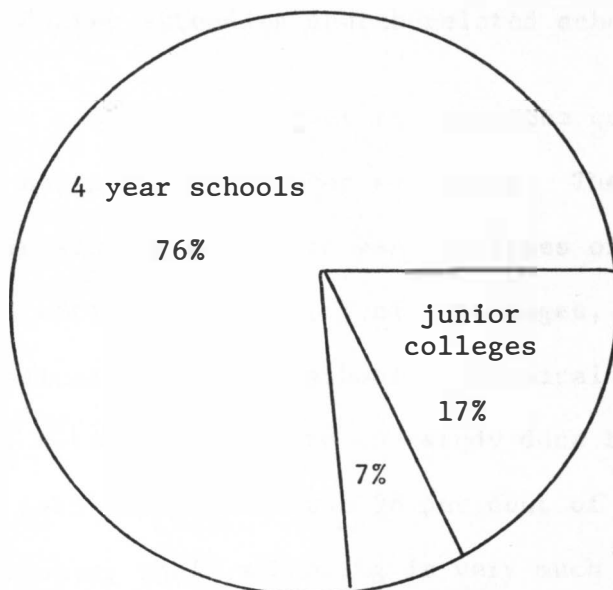


Figure 1. The type of school the graduates are attending following graduation.

Figure 2 presents a graph of those graduates attending church-related schools and those who do not.

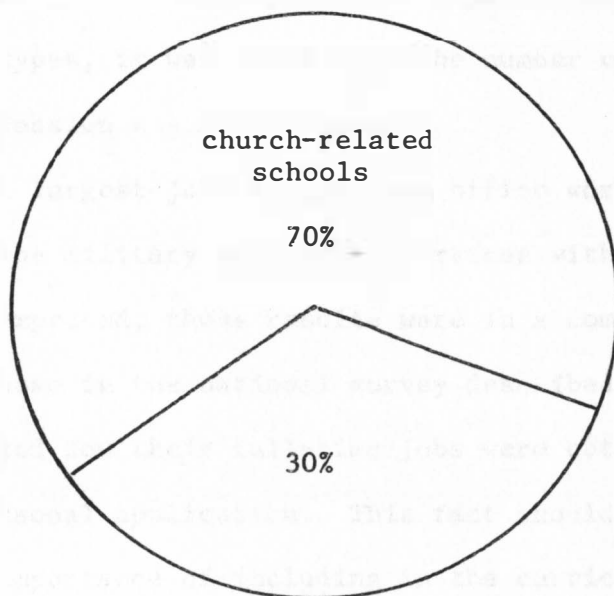


Figure 2. Graduates attending church-related schools.

Only 2 per cent of those that returned the questionnaire indicated that they did not go on to further schooling. The 98 per cent that continued their schooling went to various types of schools. These included universities, colleges, junior colleges, business schools, nursing and medical technology schools, technical and trade schools.

Comparing these results with the study done by the United States Department of Labor shows that the 98 per cent of Augustana Academy graduates continuing their schooling is very much above the percentage reported on a national basis.

TYPES OF FULL-TIME EMPLOYMENT AND

METHODS OF SECURING THE POSITION

By breaking down those presently employed full time into the various job types, it was found that the number employed in the teaching profession was 37 per cent.

The next largest job category was office work with 35 per cent, followed by the military and social services with 7 per cent each. As would be expected, these results were in a completely different order from those in the national survey described on page 19.

When asked how their full-time jobs were obtained, 67 per cent listed by personal application. This fact should impress upon schools the importance of including in the curriculum, units on job applications such as data sheets, interviews, and letters of application. The next was college placement office with 9 per cent. This was followed by friends and relatives, employment agency, and answered newspaper ad with 7 per cent each.

SOURCES OF TRAINING FOR PRESENT JOB

Figure 3 points out where the Augustana Academy graduates, who are presently employed on a full-time basis, felt they received the training necessary for their present job.

The question, "If you have left any job, check the reason or reasons why," was answered by only 14 per cent of those returning

High school	XXXXXXXXXXXXXXXXXXXXX	25%
College	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	42%
On-the-job training	XXXXXXXXXXXXXXXXXXXXX	23%
Other job experience	XXXXXXX	9%

Figure 3. Where knowledge and training needed in present job was obtained.

the questionnaire. It was felt by the investigator that this was not enough significance to warrant compiling.

HIGH SCHOOL SUBJECTS CONSIDERED THE FIVE MOST VALUABLE AND
THE TWO LEAST VALUABLE

The respondees in this survey were asked to rank the five high school courses they had found to be of most value to them and the two courses they felt to be of least value. The results were divided into two groups, girls and boys. The exact tabulation is shown in Tables 1 and 2.

After reviewing these results, it can be concluded that the girls listed as their most valuable courses, choir, English, theology, and typing. The boys were almost the same in their choices but listed algebra and not choir.

Table 1. Girls--Five rated most valuable and two least valuable high school subjects.

Subjects	1	2	3	4	5	2 Least Valuable
Latin	0	0	4	3	3	6
Trig	2	0	4	1	0	0
Art	0	0	0	3	0	3
Band	0	0	0	3	0	3
Voice	1	0	0	2	0	0
Organ	1	0	1	0	0	0
Piano	0	2	0	0	1	1
Physics	0	2	0	0	1	3
Choir	12	4	5	2	5	0
German	5	2	2	4	1	0
Typing	10	9	5	6	7	1
English	12	8	9	4	6	3
Algebra	1	7	1	1	3	1
Biology	0	6	3	4	2	1
Geometry	0	0	1	0	0	4
Gen. Math	0	0	2	0	0	0
Phy. Ed.	0	1	0	0	0	4
Chemistry	5	1	3	1	1	1
Theology	9	1	10	7	3	1
Shorthand	1	4	1	1	1	6
Geography	1	0	0	0	0	0
Psychology	1	0	0	0	0	1
Journalism	1	1	1	2	1	2

Table 1. (Continued).

Subjects	1	2	3	4	5	2 Least Valuable
Gen. Science	0	0	0	0	0	2
Bookkeeping	1	3	0	2	2	5
Speech Arts	2	2	4	1	3	0
World History	0	2	0	0	0	4
World Affairs	0	1	0	2	2	2
Gen. Business	0	0	0	1	0	2
Home Economics	1	2	2	4	2	9
Industrial Arts	0	0	0	0	0	0
American History	0	1	1	5	3	0
Problems of Democracy	0	0	4	1	2	20
Typing II (Office Practice)	2	2	3	1	1	2
Music Appreciation	0	1	0	0	3	2

Table 2. Boys--Five rated most valuable and two least valuable high school subjects.

Subjects	1	2	3	4	5	2 Least Valuable
Latin	2	0	3	1	2	3
Trig	1	0	0	0	0	0
Art	0	0	0	0	0	0
Band	0	0	0	0	0	0
Voice	1	0	0	0	1	0
Organ	0	0	0	0	0	0
Piano	0	0	0	0	0	0
Physics	1	3	1	4	1	1
Choir	2	4	1	2	1	0
German	0	0	0	0	0	0
Typing	2	3	2	3	4	0
English	7	1	4	2	2	0
Algebra	1	3	4	2	1	1
Biology	0	1	1	1	3	0
Geometry	0	4	0	0	0	2
Gen. Math	0	0	2	1	0	0
Phy. Ed.	0	2	1	1	0	7
Chemistry	4	1	0	1	1	4
Theology	3	1	1	3	2	3
Shorthand	1	0	0	0	0	0
Geography	0	0	0	0	0	1
Psychology	0	0	0	0	0	2
Journalism	1	0	0	0	1	2

Table 2. (Continued).

Subjects	1	2	3	4	5	2 Least Valuable
Gen. Science	0	0	0	0	1	2
Bookkeeping	2	1	1	0	0	4
Speech Arts	0	1	0	1	1	0
World History	0	0	0	0	1	3
World Affairs	1	0	0	1	0	2
Gen. Business	0	0	0	0	0	0
Home Economics	0	0	0	0	0	0
Industrial Arts	0	0	2	1	0	1
American History	0	1	1	3	0	1
Problems of Democracy	2	1	2	0	3	7
Typing II (Office Practice)	0	1	0	0	0	2
Music Appreciation	0	0	0	0	0	0

COURSES GRADUATES NOW WISH THEY HAD TAKEN DURING HIGH SCHOOL

Table 3 shows the courses that both girls and boys now wish they had taken while in high school. Upon analyzing this table, it is noticeable that the greatest number of girls wished they had taken psychology, while the most number of boys wished they had taken German. Art, chemistry and shorthand were also courses that the girls wished they had taken. While in many cases the boys and girls were very similar in this study, here is where they differed. The boys included physics and trigonometry at the top along with chemistry and psychology. All of the boys' selections could be considered college preparatory subjects.

FINDINGS AS TO HOW SATISFACTORY THE GRADUATESFELT THEIR SCHOOLING HAD BEEN

After tallying the responses to the question, "Do you feel the program you followed at the Academy was the best for you?" it was found that 77 per cent felt that it had been.

The 23 per cent that answered, "no" were asked, "What subjects not offered in high school would have been helpful to you in preparation for your chosen career?" The following are some of their quoted comments.

More sociology and psychology where the dynamics of group living and relationships can be discussed. Some guidelines to better living with all people can be realized more fully this way. After all, the facts we learned are gone, but we still have our good friends.

Table 3. Courses graduates now wish they had taken during high school.

Subjects	Girls	Boys
Latin	8	1
Trigonometry	3	5
Art	12	0
Voice	7	2
Organ	4	1
Piano	4	3
Physics	3	6
Choir	1	1
German	6	10
Typing	1	2
Algebra	5	0
Biology	1	0
Geometry	4	1
Gen. Math	1	0
Phy. Ed.	0	1
Chemistry	10	5
Shorthand	12	1
Geography	2	0
Psychology	13	7
Journalism	7	3
Gen. Science	0	1
Home Economics	8	0
Industrial Arts	2	2
Typing II (Office Practice)	4	0
Music Appreciation	7	2

I should have taken more science (chemistry, physics) instead of home economics. Perhaps I should have taken a heavier load.

Sociology, problems of urban living, race relations, political science.

A more thorough study of the Church, reading and study skills, sociology, family studies.

I'm not sure that the entire program there when I was a student was the best option I had.

I should have had more science and math.

None-I just took the wrong ones-I should have taken business courses.

The graduates contacted in this survey were also asked to express their opinions as to how satisfactorily a job their high school did in improving their skills. These skills were in reading, mathematics, written English, personal relationships and self-understanding. Figures 4, 5, 6, 7, and 8 illustrate their answers.

Very Satisfactory	XXXXXXXXXXXXXXXXXXXX	18%
Satisfactory	XX	69%
Unsatisfactory	XXXXXXXXXX	11%
Very Unsatisfactory	XX	2%

Figure 4. How satisfactory the graduates feel their education was in reading.

Very Satisfactory	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	33%
Satisfactory	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	44%
Unsatisfactory	XXXXXXXXXXXXXXXXXXXX	22%
Very Unsatisfactory		0%

Figure 5. How satisfactory the graduates feel their education was in mathematics.

Very Satisfactory	XXXXXXXX	12%
Satisfactory	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	67%
Unsatisfactory	XXXXXXXX	12%
Very Unsatisfactory	XXXXXX	9%

Figure 6. How satisfactory the graduates feel their education was in written English.

In comparing the responses to the three academic areas it can be noted that in reading (Figure 4) and written English (Figure 6) there was an expression of being very unsatisfied. However, it should also be observed that there was a larger percentage that felt the mathematics education was unsatisfactory than did in the combined two areas of unsatisfactory and very unsatisfactory in either reading or written English. It might also be well to point out that over 75 per cent of those replying to this part felt that their education had improved their skills in all three areas.

Figures 7 and 8 indicate the amount of satisfaction that was obtained in improving their skills in personal relationships and self-understanding.

Very Satisfactory	XX	70%
Satisfactory	XXXXXXXXXXXXXXXXXXXX	28%
Unsatisfactory	XX	2%
Very Unsatisfactory		0%

Figure 7. How satisfactory the graduates feel their skill was improved in personal relationships.

Very Satisfactory	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	50%
Satisfactory	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	49%
Unsatisfactory	X	1%
Very Unsatisfactory		0%

Figure 8. How satisfactory the graduates feel their skill was improved in self-understanding.

While the figures for reading, mathematics and written English indicate a strong belief in a satisfactory improvement, the two figures on personal relations and self-understanding are even more so in that direction. The large majority of the graduates felt that they were helped very much in all five of the above mentioned areas.

MAKING THE DECISION FOR ONE'S LIFE WORK

The graduates were asked the question, "When did you make the decision as to what type of life work you would like to enter?" Fifty-four per cent of the respondents answered that they made this decision while still in high school. Seventeen per cent made their decision even before high school and 29 per cent after graduation.

The following is a figure showing where the 1962-66 graduates received help in planning for their occupation. They could check one or more if it applied.

Parents	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	32%
Friends	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	31%
Relatives	XXXXXXXXXXXX	11%
Teachers	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	37%
Counselor	XXXXXXXX	8%
Principal	X	1%
Never Had Any Help	XXXXXXXXXXXX	11%

Figure 9. Where graduates received help in choosing an occupation.

Combining the number of students that counselors, teachers, and the principal helped, the figure totals 46 per cent of the graduates. Most educators would no doubt like to have this figure much higher.

The 8 per cent helped by the counselor would appear to speak poorly for the guidance department, if you did not consider the teachers as a part of the program. During these years, Augustana Academy had a part-time guidance director and relied heavily upon the dedicated teachers to provide much of the counseling.

IMPROVEMENTS FELT NECESSARY BY THE GRADUATES

The last section of the questionnaire was probably the most revealing one for curriculum planning. The graduates were asked to write down their suggestions for improvements at Augustana Academy. Many made no comments on this section while others wrote a letter.

The answers of both the boys and girls indicate a desire for improvement in the curriculum for college bound students. One thing to note, however, is that in some cases they are in complete disagreement as to what should be done. Here are two quotes to emphasize this situation.

My senior English course in composition was excellent-- it enabled me to sail through college comp with no trouble. Keep pressing the English. It's very important in higher education with all the term papers necessary in every subject.

Term papers are a waste of time, rather a student should read more short articles. There should be access to the library at all times up until 9:30 or 10 o'clock p.m.

There were perhaps more suggestions in the field of English than in any of the others. Since almost all of the graduates went on to

more education this would appear to be logical. Here are some of their quoted comments.

English courses and history courses or any of the humanities should work toward developing a student's power to conceptualize--memorization is not learning.

Creative writing course.

English--more help with grammar. I always had trouble with that.

Written analyses (sic) of literature for English courses rather than e. g. "How I spent my summer," for themes.

English--more themes & reading & less grammar.

More emphasis should be placed on reading and writing skills.

A vigorous English re-evaluation with special emphasis on writing.

More complete English composition & grammar (sic).

The boy graduates expressed their wishes in the fields of mathematics and science.

Stricter demands for students to take science & math courses.

More advanced courses e. g. Calculus.

Higher math courses.

The advanced math courses should be made a little stiffer. In most any college math course a good knowledge of TRIG is assumed. Therefore ones high s. course is the final one. PSSC physics ought to be taught.

I should have had more science & math. I needed more science.

The above quotes are rather representative of those made on all the questionnaires that had comments in these areas. There were some other suggestions and comments of a more general nature quoted below.

Mandatory (sic) study hall during school day for all students to enforce study--your poorer students will not study otherwise.

I believe that the Academy at the time, was very well run and the subjects I took were definitely a great help to me. Thank you again for giving me, what I am.

I think high school students in a college preparatory course should be encouraged to (1) get a good background in science and math (2) develop a growing vocabulary (3) develop an ability to express themselves - writing ability etc.

Hire only truly (sic) Christian men and women to teach these subjects. Don't bring any old junky in to teach at the Academy.

I think the greatest thing AA could do for a student would be to teach him how to love himself--to know that he is a worthy person; to love others--to see why it is some people are harder to love than others.

The Academy should be run like some of these English schools--strict discipline being foremost. I feel you've lowered your standards to accommodate and actually cater to the type of person who doesn't appreciate it. I'm glad I graduated when I did.

Get the instructors to be more helpful in the subject and not to be so stand-off-ish with the slower or shy (sic) student.

Much examination needed in areas of current social problems, i. e.--race relations, sex, etc.

Despite (sic) AA's continuing advancements it is behind compared to what one can get at other schools, particularly in advanced areas.

Many of the graduates who filled in suggestions in other areas omitted the one on guidance and counseling. Those that did answer it were divided in their opinions. Some of the comments from the graduates should be studied by the guidance personnel.

No help--wanted help in choosing a college.

I didn't receive anything and so far have needed nothing.

Probably could have received more help here if I had tried.

I didn't receive (sic) much of counseling, but I guess I never asked for it.

I wish I'd had more guidance in choosing a career.

As a student of psychology, I believe the Academy could benefit from a Counseling Psychologist in residence with at least a Master's Degree.

Choosing the right courses to prepare for college.
Help in choosing the right major in college.

More emphasis on helping students. Responsible for all new areas of learning and the best colleges available for these areas.

My experiences in this area were all satisfactory and beneficial for me. It was very poorly organized when I was there.

Every student should be thoroughly tested in order to provide the best teaching methods for the individual. Speed reading, comprehension and remedial help are musts. It seems that to develop good reading skills are a basic requirement for all students--without good reading skills, the student has problems in all areas of learning.

The following closing quotations are rather complete expressions of the feelings of two of the graduates of Augustana Academy.

Make them tough--keep the standards high regardless of the method of classroom teaching. Besides giving a good Christian education--give the students an extraordinary academic education so that they can be proud of it and be better prepared for college than the majority of high school grads. DON'T COMPROMISE standards to keep BELOW AVERAGE students in school--ANY HIGH SCHOOL can and will do this.

My 4 yrs. at the Academy were the best of my life and provided me with a firm foundation in my Christian faith. Academically the Academy was adequate as I said above. The first year of college was rough, but it was mainly because of a terrible schedule rather than inadequate preparation (I eventually graduated cum laude). But insofar as personal relationships are concerned it just couldn't be beaten (as it existed while I was there at least). The faculty members were great influences--they were Christian people and made lasting impressions on me. (I think especially of Mr. Madson, Mr. Meachen, Dave Olsen, Pastor Simonson & Joanne Hanson). These are the kind of people you need there.

CHAPTER IV

SUMMARY AND CONCLUSIONS

SUMMARY

The information for this thesis was received from forty-one per cent of the 1962-66 graduates of Augustana Academy. The class of 1962 returned the highest percentage--forty-nine per cent.

The following are the statistics uncovered in this survey.

1. Ninety-eight per cent of Augustana Academy's graduates go on for some kind of advanced schooling. This schooling includes universities, colleges, junior colleges, business schools, nursing schools, technical and trade schools.

2. The most common type of job these graduates take is in the teaching profession. This is followed very closely by office work.

3. The graduates answering this survey listed college first as the source of training for their present job. The high school was named second.

4. When asked to rank their most valuable high school course, both the girls and boys listed English, theology and typing.

5. The graduates were also asked to name the high school courses they now wish they had taken. The most number of girls said psychology while the largest number of boys said German.

6. The question, "How satisfactory was your high school training in reading, mathematics, written English, personal relationships, and self-understanding?" was asked. Both the girls and boys felt as a whole their education and improved skills in these areas was satisfactory.

7. It was discovered that teachers were the biggest help to these graduates in making the decision for their life work.

8. The last area on the form was the most valuable as graduates were asked to write their comments and suggestions for improving Augustana Academy. One strong comment was that there should be more opportunity for writing worthwhile papers in preparation for college work. Some felt that there should be more offerings in the advanced mathematics field.

CONCLUSIONS AND RECOMMENDATIONS

After assembling all available data, the following conclusions and recommendations were arrived at.

Curriculum improvements.

1. In addition to the present courses in mathematics there should be one additional advanced course offered to seniors. This course could include trigonometry, analytic geometry, introduction to calculus, probability, statistics, number theory, and theory of equations.

2. More stress should be placed on writing of themes, reports, and term papers in English classes.

3. A course in creative writing should be added.

4. A psychology and sociology class to include such topics as race relations and family living should be offered.

Expansion of guidance and special services.

1. A remedial reading and speed reading course should be offered.

2. Students should be given more help in college planning.

3. Thought should be given to employing a resident social worker or social psychologist.

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APPENDIX A

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October 15, 1968

Let's nail down the FACTS

And YOU have the FACTS we need

Dear Augie Grad:

It has been a few years since you donned a cap and gown and bid farwell to Augustana Academy. We are sure that since then you have found use for some of the training you received while a student here. Some of this training has probably been more helpful to you than other parts. You may have wished for an oppportunity to tell us how we can improve our school, and now is your chance.

We are in the process of contacting all the 1963-67 graduates of Augustana Academy. Enclosed you will find a short, but very important list of questions which we would like you to complete. We have tried to make it easy for you to indicate your answers, but at the same time have made it possible for you to indicate "other" answers if the choices we provided do not fit your situation. We have also supplied an addressed envelope for you to return the questionnaire in. You do NOT need to put your name on it as it is our desire to keep your opinions confidential.

So won't you help us "nail down the facts" by answering the questions carefully and returning it to us NOW while it's still fresh in your mind. Thank you.

Sincerely,

Luther Simonson

Harlan Norem

P. S. If we do not have your correct address, would you please send this to the Alumni Office.

WANTED — Facts and Opinions from Augie Grads

Send such Information Promptly to us
REWARD--A Better School for Youth!

I. PERSONAL INFORMATION Age? _____ Sex? _____ Year Graduated? _____
Are you: Single? _____ Divorced or Separated? _____ Widowed? _____
Married? _____ If Married, what year? _____ No. of Children _____

WHAT ARE YOU DOING NOW? Check one or more

_____ Working for pay full time	_____ In business for self
_____ Working for pay part time	_____ In the armed forces
_____ In school full time	_____ Not working but looking for a job
_____ In school part time	_____ Not working and not looking for a job

List other _____

II. EDUCATION BEYOND HIGH SCHOOL

What education beyond high school have you had or are now getting?

Include correspondence courses, trade or business school and apprenticeship, as well as junior college, college, or university.

NAME OF SCHOOL

DATES ATTENDED

DIPLOMA OR DEGREE

III. EMPLOYMENT INFORMATION

Please list, in order, the full-time jobs you have held since you left high school. Include service in the armed forces, but do not include jobs held only during summer vacations or on a part-time basis.

NAME OF FIRM OR EMPLOYER

DATES HELD

MAJOR DUTIES

How did you secure your first full-time job?

_____ Personal application
_____ High school counselor
_____ Friends or relatives
_____ College placement office
_____ Employment agency

_____ Advertised for a job
_____ Answered newspaper ad
_____ Person leaving job recommended you
List other _____

How much time elapsed between the end of your high school education and your first full-time job? _____

Where did you gain the basic knowledge or training needed in your present job? Check one or more.

_____ High school
_____ College
_____ On-the-job training
_____ Other job experience

_____ Your hobbies
_____ At home
List other _____

If you have left any job, check the reason or reasons why.

_____ Promotion to better position
_____ Family needed you at home
_____ Girls-marriage or maternity
_____ Moved with family
_____ Discharged from service

_____ Work unsatisfactory
_____ Didn't like other employees
_____ Didn't like type of work
_____ No more work available
Other reason _____

Listed below are the names of all the courses offered at Augustana Academy during the time you were attending. Rate up to five subjects that you now consider to be of the most value to you. (1. most value, 2. next most valuable, 3. etc.) Put a short line (-) by the three subjects you wish you had taken, but didn't. Then put a zero (0) by the names of the two subjects that you now consider to have been of least value to you.

Latin	Physics	Geometry	Psychology	Gen. Business
Trig	Choir	Gen. Math	Journalism	Home Economics
Art	German	Phys. Ed.	Gen. Science	Industrial Arts
Band	Typing	Chemistry	Bookkeeping	American History
Voice	English	Theology	Speech Arts	Problems of Democracy
Organ	Algebra	Shorthand	World History	Typing II (Office Practice)
Piano	Biology	Geography	World Affairs	Music Appreciation

In your opinion, how good a job did Augustana Academy do in improving your skill in:

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Reading	_____	_____	_____	_____
Mathematics	_____	_____	_____	_____
Written English	_____	_____	_____	_____
Personal Relationships	_____	_____	_____	_____
Self-Understanding	_____	_____	_____	_____

When you were in high school, what life work did you hope to enter?

When did you make your decision? Before high school _____
 During high school _____
 Later _____

Where have you received help in planning for the occupation of your choice?

_____ Parents _____ Counselor
 _____ Friends _____ Principal
 _____ Relatives _____ I never had any help
 _____ Teachers _____ List other _____

Do you feel the program you followed at the Academy was the best for you?

Yes _____ No _____

If your answer to the previous question was no, what subjects not offered in high school would have been helpful to you in preparation for your chosen career?

What suggestions can you give for the improvement of subjects offered at the Academy?

What do you wish you had received and have found you needed in:

Specific courses--

Guidance--

Counseling--

What suggestions come to mind when each of the following are suggested?

Study habits--

Christian faith & life--

boys' home ec.--

sex education--

vocational courses--

husband-wife relationships--

Political involvement--

raising children--

social adjustments--

church work--

job relationships--

THANK YOU FOR YOUR HONEST, HELPFUL EVALUATION!

APPENDIX B

Dear Augie Grad:

We have been able to "nail down some facts," thanks to many of you. Several of the questionnaires have been returned. Maybe you were one of those who sent one back.

There are, however, several questionnaires that didn't get returned. We need one from you, to make the survey more accurate and worthwhile.

In order to keep these questionnaires confidential and anonymous, we didn't number or keep track of who had returned them. This is the reason why you are getting this letter and a second set of questions even though you may have returned the first one. Thank you for the response.

If you did not respond to the request in the first letter will you please return this questionnaire in the envelope provided? We would like very much to have it by the 15th of April so that the entire report might be completed by early summer to be helpful in planning for next fall.

All suggestions and ideas are appreciated.

Sincerely,

Luther Simonson

Harlan Norem

March 17, 1969