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A Follow-Up Study of Graduates of Eastern Illinois University with Majors in Industrial Arts 1956 Through 1965

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A FOLLOW-UP STUDY OF GRADUATES OF EASTERN
ILLINOIS UNIVERSITY WITH MAJORS IN INDUSTRIAL ARTS
1956 THROUGH 1965
(TITLE)

BY

Ronald W. Coartney
=

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1968
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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Purposes of the Study

The major purposes of this study were to obtain information on the occupational status and location of the individuals who graduated from Eastern Illinois University with majors in Industrial Arts; to ascertain some measure of the effectiveness of the training of these graduates received in preparing them for the position they hold; to secure suggestions for the improvement of the training offered in the Industrial Arts Program at Eastern Illinois University; and to furnish data which might be useful in planning educational services. More specifically, the study attempted to answer the following questions:

1. Where are the graduates of Eastern Illinois University with majors in Industrial Arts now located, and what plans do they have to further their formal education?
2. How many graduates are teaching, at what level are they teaching, how many have left the teaching field, what were their reasons for leaving the teaching field, and in what occupational areas are they now employed?
3. What relation is there between degrees held, fields of work, positions and salaries?
4. What suggestions do the graduates have for improving the Industrial Arts Program at Eastern Illinois University?

Source of Data

Data used in the study was obtained from information forms

filled out by graduates of Eastern Illinois University with majors in Industrial Arts beginning with the year 1956, and continuing through the year of 1965.

During this ten year period there have been 258 Bachelor's degrees, and 62 Master's degrees granted with majors in Industrial Arts, making a total of 320 degrees granted in the area of Industrial Arts. In the following report the graduates having more than one degree was taken into consideration with their highest degree earned.

Of the 258 Bachelors of Science graduates, only 105 could be traced through the Central Office. Of the 105 forms mailed to the graduates, 48 were accepted but not returned, 9 were returned for various reasons. Such as, moved, left no address; insufficient address; unclaimed, etc. Therefore, the mailing yielded a return of 47 useable forms.

There will be a deviation in the tables or information regarding responses, because some of the returned forms were not completely filled out. However, all responses were considered, regardless of the nature of present employment, whether in education or other fields.

Possible Uses of the Study

It is believed that this study should be useful in the following ways:

1. It should indicate the extent to which graduates have remained in the field of work for which they were trained.
2. It should show the extent to which graduates have continued their education.

3. It should show the annual earnings of teachers in Industrial Arts and various other positions in education as compared with salaries of Industrial Arts majors employed in business or industry.
4. It should give some indication of possible changes and improvement which could be made in the Program of Industrial Arts at Eastern Illinois University and provide useful information in advising students concerning useful areas of learning.

Distribution of Graduates by Degrees and Years

The number of graduates from Eastern Illinois University with major's in Industrial Arts for a ten year period, beginning with 1956 is shown in Table I by the year of graduation and the degree received. From 1956 through 1965, 258 Bachelor's degrees, and 62 Master's degrees were awarded by Eastern Illinois University to Industrial Arts majors, making a total of 320 degrees. Many students returned for higher degrees after receiving their first. However, students with more than one degree were sent only one information form.

TABLE I

DEGREES GRANTED BY YEARS

<u>Year</u>	<u>Degrees Received</u>		<u>Total</u>
	<u>Bachelor's</u>	<u>Master's</u>	
1965	21	6	27
1964	22	6	28
1963	20	6	26
1962	27	10	37
1961	27	7	34
1960	35	4	39
1959	32	10	42
1958	38	5	43
1957	19	6	25
1956	<u>17</u>	<u>2</u>	<u>19</u>
TOTALS	258	62	320

Family Status and Location of Graduates

Eighty-seven and thirty-two hundredths per cent of the graduates who responded were found to be married, and 12.19% of these individuals had no children. The number of children ranged from none to five, with an average of 2.47% per family. Of all the children, 51.68% were girls and 48.32% were boys.

When compiling a mailing list, several graduates were found to be living out of state, and were not sent information forms because of an insufficient address. Consequently, all of the respondents are presently living in the state of Illinois.

Employment of Graduates

Table II shows the number and the per cent of respondents who, at the time of the study, were in a specific type of employment. Of the forty-seven respondents, 41 were in the field of education. This accounts for 87.23% of the respondents. Included in the 12.77% respondents not in the field of education, was one individual who is making a career of the Armed Services. Unfortunately, 60% of the respondents not in the field of education have their Master's degree.

The percentages in this, and the subsequent tables, have been rounded off to the nearest one-hundredth per cent.

TABLE II

TYPES OF EMPLOYMENT HELD BY RESPONDENTS

<u>Types of Employment</u>	<u>Number</u>	<u>Per Cent</u>
Elementary or Secondary Teaching in Industrial Arts	32	70.21
Guidance Counselor	2	4.26
Coordinator of Vocational Ed.	2	4.26
Area Vocational Director	1	2.13
Coordinator of Adult Education	1	2.13
Superintendent of Public School	1	2.13
D. O. Coordinator	1	2.13
Audio Visual Director	1	2.13
Engineer	1	2.13
U.S. Dept. of Ag.	1	2.13
Sales Manager	1	2.13
Self Employed	2	4.26
Training instructor in Air Force	1	2.13

Teaching and Administrative Experience

The length and type of teaching or administrative experience in education that graduates have listed are shown in Table III. Only one individual listed a total number of teaching years over 22 years. This individual has a total of 15 years experience teaching on the elementary level and 22 years teaching experience on the secondary level, making a total of 37 years in the teaching profession. Because the table does not clarify when the experience was obtained, it will be noticed that seven of the participants have taught on the elementary level. However, at the time of this study, only one graduate was teaching in the elementary area and five were employed in administration.

You will also notice one graduate has listed 8 years experience under the heading of "Other" on Table III. This graduate has been a training instructor in the United States Air Force since graduation.

TABLE III

LENGTH AND TYPE OF TEACHING AND
ADMINISTRATIVE EXPERIENCES OF RESPONDENTS

<u>Type of Work</u>	<u>Years of Experience</u>												<u>Total Years</u>
	1	2	3	4	5	6	7	8	9	10	15	22	
Elementary	0	4	1	2	0	0	0	0	0	0	1	0	34
Secondary	1	8	4	3	4	4	7	4	4	5	0	1	272
College	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	1	0	0	0	0	8
Administrative	1	3	1	1	0	0	0	0	0	0	0	0	10

All experience in the administrative field was gained on the secondary level.

Why Graduates Left The Teaching Profession

Seven participants indicated they had taught and later left the teaching profession for various reasons. One individual stated that it had been so long ago, that he could not list a specific reason. Two of the respondents indicated two reasons for leaving the teaching field, which have been indicated with a "*" where there have been more than one response per individual.

Unfortunately, over one-half of the graduates that left the teaching profession, had their Master's degree before leaving. As could be expected, 5 of the 6 graduates who responded in this section indicated salaries were more attractive in other fields and they felt there were better chances for advancement in other fields. Only one individual elected to leave for reasons other than "salary" or "better advancement", and his reason was for "self-expression".

However, at the time the information forms were returned, one graduate who had previously been self-employed had returned to the teaching profession. Table IV shows the various reasons the respondent left the teaching profession.

TABLE IV

REASONS WHY GRADUATES LEFT THE TEACHING PROFESSION

<u>Reasons for leaving teaching</u>	<u>Degree Held</u>	
	<u>Bachelor's</u>	<u>Master's</u>
Salaries more attractive in other fields	3*	2*
Better chance for advancement in other fields	1*	1*
Decided you weren't cut out to be a teacher	0	0
Other	0	1
No comment	0	1

Number of Years Taught Before Graduates
in Table IV Left the Teaching Profession

A total of 19 years were taught before the respondents in Table IV decided to leave the teaching profession. This is an average of 3 1/6 years each before leaving the field of education. The respondent who failed to list his reasons in Table IV was excluded from the above figures because he did not remember the correct number of years.

Only one participant had never entered the teaching profession. Upon graduation he entered the United States Air Force and is currently serving as a training instructor. Having only one respondent in this category, a table indicating the various reasons for not entering the teaching profession has not been included.

Training Received Since Graduation

The respondents acquired their training after leaving Eastern Illinois University in a number of ways, as indicated in Table V. Not all the training was applicable toward a degree. As indicated below some of the training was taken to meet their immediate needs.

A total of 13 participants indicated they had not done any work towards their Master's degree. Eight of these graduates indicated they were going to further their education. This leaves only 10.68% of the total who expressed no desire to continue their formal education. Of the nine who were in the process of working toward their Master's degree, 5 were attending Eastern Illinois University; 2 were attending the University of Illinois; one was attending Illinois State University (at Normal); and one was attending Illinois Teachers College (Chicago).

TABLE V

TYPES OF TRAINING RECEIVED SINCE GRADUATION

<u>Type of Training Received</u>	<u>Number of Participants</u>
University, Summer or Part-time (Eastern)	5
University, Summer or Part-time (U of I)	2
University, Summer (I.S.U. at Normal)	1
University, Summer (Ill. State Teachers College, Chicago)	1
Work Shops	2
On-the-job	1
Correspondence	1

Graduates Who Have Earned More Than One Degree

Since receiving their Bachelor's degree from Eastern Illinois University, 53.19% of the graduates who returned the information forms

have received their Master's degree. Of the respondents who have their Master's degree, 56% of them earned their's at Eastern Illinois University. Table VI will show the number of respondents having received a degree and the institution conferring it.

TABLE VI

ADDITIONAL DEGREES RECEIVED SINCE OBTAINING
B.S. in Educ. FROM EASTERN ILLINOIS UNIVERSITY

<u>Institution Conferring the Degree</u>	<u>Degree Received</u>
Eastern Illinois University	14
University of Illinois	5
Illinois Teachers College	1
Roosevelt University	1
Colorado State College	1
Illinois State University	2
Indiana State College	1

The respondents who had not started their graduate program (but expected to), were asked where they planned to attend and the reason for their choice. Four indicated they would return to Eastern Illinois University, one would go to Southern Illinois University, and two would go to the University of Illinois.

Of the ones not planning to attend Eastern Illinois University, three indicated that it would be more convenient to attend an institution closer to their present location, and only one stated that Eastern did not offer the program that he desired.

Annual Income of Graduates in Education & Industry

The total annual income reported by the respondents who were working in the field of education and industry is shown in Table VII.

The figures in Table VII indicate the total income from all sources, including such things as summer teaching, construction, study hall duty, coaching, driver training, part time police duty, etc.

The average income of the respondents with a Bachelor's degree was \$8150. The range in salary spread from \$5200 to \$15,000. It was interesting to note that the average income of the respondents with a Bachelor's degree working in industry was \$10,875. The salary range in industry was \$8500 to \$15,000. The average income of those working in the field of education was \$7555, with a range in income of \$5200 to \$10,500.

The average income of the respondents with a Master's degree was \$9645, the salary spread being from 7,000-7,999 to 20,250.00. The preceding figures include respondents working in the field of education as well as in industry. The figures on the Master's level have not been separated because only two respondents working out of the field of education reported their income.

TABLE VII

TOTAL ANNUAL INCOME OF RESPONDENTS
EMPLOYED IN EDUCATION AS WELL AS INDUSTRY

<u>Total Annual Income</u>	<u>Degree Held</u>		<u>Total</u>
	<u>Bachelor's</u>	<u>Master's</u>	
Under 5,000	0	0	0
5,000 - 5,999	3	0	3
6,000 - 6,999	4	0	4
7,000 - 7,999	4	5	9
8,000 - 8,999	6	9	15
9,000 - 9,999	1	3	4
10,000 - 10,999	3	4	7
11,000 - 11,999	0	1	1
12,000 - 15,999	1	1	2
16,000 - 19,999	0	0	0
20,000 - 24,999	0	1	1
25,000 - 29,999	0	0	0
Over 30,000	0	0	0
Income not Reported	0	1	1

Each graduate was asked his starting teaching salary. The average starting salary of the respondents with a Bachelor's degree was \$5430 per year, while the average starting salary of the respondents with a Master's degree was \$4440. The average age of the respondents with a Bachelor's degree was 25, while the average age of the respondent with a Master's degree was 34 years of age.

Another interesting observation was found in this section of the questionnaire. The average salary increase of the graduates who left the field of education to go into another line of employment was \$2050. The highest annual increase was a \$4000 raise, while the lowest reported was a \$1000 wage increase.

Only ten respondents reported they had supplemental incomes. These incomes come from a wide variety of jobs, such as, summer and night teaching, construction work, study hall duty, and even part-time

police work. Surprisingly enough, there were more graduates who did not have supplemental incomes than did have.

Professional Duties, Responsibilities, Or Areas
For Which Training Was Thought To Be Inadequate

It was asked in the information form to list any professional duties, responsibilities, or areas for which they felt inadequately prepared. In evaluating this section of the questionnaire, the writer has separated the responses into two groups. Those with a Master's degree and those with a Bachelor's degree. Because several respondents listed more than one area they felt inadequately prepared in, the number of responses have no bearing on the number of respondents making responses.

It might be noted that over 40% of the respondents holding a Bachelor's degree from Eastern Illinois University chose to leave this section blank. It was assumed that these graduates (40.9%) felt they had a well rounded education in Industrial Arts. It was also found that, of the graduates who felt inadequately prepared in a specific area, 72.2% of them felt electricity the most critical, and 36.6% felt inadequately prepared in electronics. These two areas were the major areas of the most concern as will be observed in the following table.

TABLE VIII

AREAS FOR WHICH GRADUATES WITH A BACHELORS
DEGREE FELT THEY WERE INADEQUATELY TRAINED

<u>Areas Inadequately Trained</u>	<u>Frequency</u>	<u>Per Cent</u>
Electricity	7	31.56
Electronics	5	22.72
Auto Mechanics	1	4.54
Jr. High Level	1	4.54
Power Mechanics	1	4.54
Hydraulics	1	4.54
Requisition of equipment and discipline	1	4.54
Graduates with no response	9	40.90

*Several respondents listed more than one area. Per cent in the table refers to the number of responses, in relation with the total number of respondents with a B.S. in Educ.

Although electricity and electronics were the most frequently listed by respondents holding a Master's degree, there were several more areas in which they felt inadequately prepared. Because of this, one might assume that those with a Master's degree were teaching in a more progressive school district. But having compared those with a Master's degree and those with a Bachelor's degree and the size of school district in which they were employed, little or no difference could be seen in the type environment in which the respondents were working.

Specific areas for which respondents with a Master's degree felt they were inadequately trained for are illustrated in Table IX.

TABLE IX

AREAS FOR WHICH GRADUATES WITH A MASTER'S
DEGREE FELT THEY WERE INADEQUATELY TRAINED

<u>Areas Inadequately Trained</u>	<u>Frequency</u>	<u>Per Cent</u>
Electricity	6	24.0
Electronics	4	16.0
Auto Mechanics	2	8.0
Power Mechanics	2	8.0
Foundry	2	4.0
Printing	1	4.0
Plastics	1	4.0
Constructional Design in Wood	1	4.0
Metallurgy	1	4.0
Welding, cutting, and heat treating	1	4.0
Industrial Arts Administration	1	4.0
EMI Classes for Industrial Arts	1	4.0
Graduates with no response	13	52.0

*Several respondents listed more than one area. Per cent in the table refers to the number of responses in relation with the total number of respondents with a Master's degree.

Of the graduates making responses on the areas they felt inadequately trained for, 52% felt their weakest area was in the electrical field. Thirty-six per cent of the respondents felt they were "under trained" in the field of electronics. The respondents were also requested to list why they felt they were inadequately trained in the specific area they listed. The most common reasons were as follows: course not offered; did not spend sufficient time in this area; course was too elementary; and some indicated they just did not have enough time to take all the courses they would have liked to.

Comments and Suggestions as to the
Possibility of the Industrial Arts Dept. Adding or
Deleting a Specific Course or Courses from the Curriculum

Needless to say, this section of the information form

corresponds very closely with the previous one. Because of this, it seems only natural that if one feels inadequately trained in a specific field, he will offer his suggestions for improving the curriculum in this area. The comments and suggestions are listed below in summary form, with the frequency given in parenthesis following each comment. Please bear in mind that some of these courses have been added or expanded since the respondent last attended Eastern Illinois University

Suggestions and Recommendations

1. Develop or expand courses in the following areas:

Power Mechanics	(5)
Architectural Design	(2)
Auto Mechanics	(6)
Transportation Mechanics	(1)
Foundry	(1)
Crafts	(1)
Practical Math	(2)
Building Trades	(1)
Machine Metal	(1)
Electrical and Electronics	(14)

2. Place more emphasis on the theory of electricity. (1)

3. Teach plastics on a more production basis. (3)

4. Offer evening residence courses in Industrial Arts on the Master's level. (2)

5. Develop a Master's program in Vocational Education. (1)

6. Offer courses for state certification in Vocational Education. (6)

7. Increase offering in drafting and printing. (2)

8. Offer an internship in industry. (1)

9. Delete the "General Shop" curriculum and emphasize specific areas. (1)

10. Delete beginning wood. (1)

11. Delete the course "Woodfinishing and Design" and include it in other course areas. (1)
12. Delete portions of the wood requirements for more technical courses. (1)
13. Delete graphic arts. (1)

Comments and Suggestions as to How Eastern
Illinois University Could Better Train Future Teachers
or Students Striving for Industrial Positions

The majority of the graduates responded very well to this particular section of the questionnaire. There are many duplications between this section and the previous one, inasmuch as many respondents listed the bulk of their comment in this section rather than the other one.

Their comments and suggestions concerning their thoughts for improvement of Eastern's Industrial Arts Program are listed below in summary form with the frequency given in parenthesis following each comment.

Suggestions and Recommendations

1. Add more depth in printing. (1)
2. Initiate more student teaching on the Jr. High level. (1)
3. More emphasis on industrial and vocational. (6)
4. Accept the position that Industrial Arts serves mostly "underachievers" and gear classes to educate this type of student. (1)
5. There should be a much closer coordination between Eastern and industry. (2)
6. Students should be required to have not less than 6 months of on the job training in industry. (4)

7. Add more courses in D. O. (1)
8. Add more technical courses. (2)
9. Evening residence courses taught in Industrial Arts on the Master's level. (1)
10. Have representative at various "High School Career Nights" to recruit Jr. and Sr. boys into the field. (2)
11. Do at least some student teaching early in the program and then again toward the end. This would enable the student to find out what he is up against and could study accordingly. (1)
12. More lesson plan writing and presentation. (1)
13. More stress on names and parts of tools. (1)
14. More stress on parts and maintenance of equipment. (1)
15. Improve student teaching by: (1)
 - Giving EIU coordinator more time with the students
 - Select schools more carefully
 - More student coordinator conferences
16. Continue to stress the preparing of a syllabus for each subject taught. (1)
17. Initiate workshop between EIU and industry for at least one day and possibly 2 days for students and graduates that could make arrangements. (2)
18. Stress shop equipment planning. (1)
19. Up date the curriculum. (1)
20. Up date all wood courses to meet industry's demand. (1)
21. Add more courses geared for Jr. High and Jr. College Level. (1)
22. More emphasis on the handling of discipline problems. (1)
23. Do away with "Minor" fields. This would enable students to take more courses in Industrial Arts. (1)
24. Provide seminars in the summer to keep graduates abreast of new developments. (1)
25. Too much overlapping in course content in some courses. (1)

26. Prepare students to take a more active part in guidance and counseling. (1)
27. Place more emphasis on the analysis and selection of new text books. (1)
28. Expand Regional and State Exhibits in the spring. For many, it is their only means for competing with their peers, in their school career. (1)

Other Comments

1. Well satisfied with my education. (4)
2. I feel that I received a good basic education. (3)
3. I feel that Eastern's Industrial Arts Staff is the best I have had the privilege of knowing. (2)
4. I can offer no other suggestions for improvement. (3)

The final section of the questionnaire was in reference to Eastern Illinois University's Industrial Technology Program. Several respondents failed to indicate whether they were aware of the program or not, but of the ones that did, 72.7% of the respondents with a Master's degree and 50% of those with a Bachelor's degree were not aware of this Program.

Conclusions

To the extent that the samplings involved in the study are representative of the whole and the opinions expressed and facts collected are accurate, the following conclusions may be drawn.

It would seem that, since 87.23% of the graduates are in the field of education, the primary purpose of the program at Eastern Illinois University is to train individuals for the field of education

and that from the favorable comments received, this purpose is being served quite well.

As indicated by the number of graduates who have completed their Master's degree, either at Eastern or another University, those who are continuing their education, and those who plan to continue their education, it would seem that the graduates of Industrial Arts at Eastern Illinois University are conscious of the need and value of further education and training.

Better salaries and chances for advancement continue to be the major factors which lure graduates into business and industry. However with improved salaries, working conditions, and opportunities, a larger per cent of the graduates are remaining in the field of education.

The importance of continued education and training can be calculated in terms of increased earning power and as an investment for those who continue their education. In education, business, or industry those with advanced degrees earn substantially more money.

Basic to the general education preparation of the graduates of Industrial Arts is the ability to communicate, to work mathematical computations, and solve problems. Courses in English, speech, mathematics, etc. are of great value to the graduates. Technical education in the field of Industrial Technology and other related fields, as might be expected, are in the greatest demand and are most important to the graduate.

From the favorable comments, it can be concluded that the

graduates are quite pleased with their education and training at Eastern Illinois University.

APPENDIX A

Dear Industrial Arts Alumni:

In the event we have not met formally, the writer of this letter is Ronald Coartney, a 1959 graduate of Eastern Illinois University and currently completing requirements for the Master's Degree at Eastern.

This study is being undertaken as a segment of the requirement and entails a follow-up of Industrial Arts majors graduating from Eastern between the years 1956 and 1966.

The findings of the study will be beneficial to the Industrial Arts Department, as it will be possible to obtain up-to-date information on your occupational status, present location, past incomes in comparison to present incomes, obtain suggestions for improvement in curriculum, possibly ascertain some measure of the effectiveness of Eastern's training, and many other values.

Enclosed you will find a questionnaire and a self-addressed stamped envelope. Your immediate and fullest cooperation will be greatly appreciated in completing and returning this form at your earliest convenience. You are assured that your individual questionnaire will be seen by no one but myself. The information you supply will appear in such a manner that individuals or school identification will be impossible to identify. All questionnaires will be destroyed upon the completion of this study.

Once again, your prompt return of this form will be greatly appreciated. Permit me to thank you in advance for your cooperation in this undertaking.

Approved:

Sincerely yours,

Advisor
Eastern Illinois University

Ron Coartney
EIU Graduate Student
in Industrial Arts

APPENDIX B

FOLLOW-UP STUDY OF GRADUATES OF EASTERN ILLINOIS
UNIVERSITY WITH INDUSTRIAL ARTS MAJORS SINCE 1956

Name _____ Age _____
Last First Initial

Present Address _____
No. and Street City State

Married ___ yes ___ no Other ___ Number of children ___ Boys ___ Girls ___

1. Indicate your present employment status

- A. _____ Employed full time
B. _____ Employed part time
C. _____ Full time student
D. _____ Serving in the Armed Forces: Branch _____
E. _____ Other _____

2. List your present position. Also, list a previous position if your situation warrants it. Example: If you are a full time student, part time student, in the Armed Forces, etc.

Position	Employer	Years Held From - To

3. If you have taught, indicate the total number of years of teaching experience and/or administrative experience in each of the following areas since graduation from Eastern Illinois University. Note: Separate administrative and teaching experience by using the letter "A" in front of administrative years.

Elementary _____, Secondary _____, College _____, Other _____

4. If you have taught, but later left the teaching field to secure employment in another field, what was your most important reason for leaving the teaching field?

- A. _____ Salaries more attractive in other fields
B. _____ Better chance for advancement in other fields
C. _____ Decided you weren't cut out to be a teacher
D. _____ Other _____

5. How many years did you teach before you left the teaching profession? _____

6. If you have never taught, what was your most important reason for not entering the teaching profession?
- A. _____ Salaries more attractive in other fields
- B. _____ Decided you preferred not to teach after "student teaching"
- C. _____ Had always intended to go into the "family business"
- D. _____ Graduated at the wrong time of the year to secure a teaching position and became satisfied to remain out of the teaching field
- E. _____ Other _____

7. List the additional training you have received since graduating (B.S.) from Eastern Illinois University (List only training of which degree has not been completed or did not apply toward a degree)

Name of Institution	Location of Institution	Major & Degree Working Toward	Method of acquiring training (Part or full time, summer, etc.)

8. In the table below, list any degrees which you have received since graduation from Eastern Illinois University

Degree received and in what area	Year	Institution Conferring the Degree and Location

9. If you haven't started a graduate program and you plan to do so in the future, where do you plan to attend? _____
10. If you do not plan to attend Eastern Illinois University what are your reasons for not returning?
- A. _____ More convenient to attend an institution closer to my present location
- B. _____ Have a scholarship, fellowship, etc., elsewhere
- C. _____ Eastern doesn't offer program desired
- D. _____ Prestige of a larger school
- E. _____ Personal reasons
- F. _____ Other _____

11. Being fully aware of the personal hostility that normally arises when individuals are questioned about their income, assurance is given that these figures will appear in table form only and will otherwise be held in the strictest of confidence. From this information it will be possible to acquire a comparison between educational and industrial incomes. Please use the following "salary range" in representing your base salary.

- A. Under 5000; B. 5000-5999; C. 6000-6999; D. 7000-7999;
- E. 8000-8999; F. 9000-9999; G. 10,000-10,999; H. 11,000-11,999;
- I. 12,000-15,000; J. 16,000-20,000; K. 20,000-25,000;
- L. 25,000-30,000; M. Over 30,000

For the base salary use A, B, C, etc. For example, if your base salary falls between 5000-5999, you would use the letter B (Use figure to nearest 100 if below salary range)

- A. Annual base salary _____
- B. Supplemental annual salary (driver training, coaching, etc.) _____
- C. Total annual salary (use "letter") _____
- D. Your starting teaching salary _____ Year _____
- E. Your starting salary in non-teaching position _____ Year _____
- F. If you were engaged in teaching at one time and then changed to another occupation, what was the approximate increase or decrease (underline one) in salary that year _____

12. In the table below list any professional duties, responsibilities, or areas for which you feel that you were inadequately prepared.

Areas inadequately trained	Why

13. Would you like to see the Industrial Arts Department of Eastern Illinois University add or delete any subjects in their current curriculum? Which ones and why?

14. Could you offer any suggestions as to how Eastern Illinois University could better train future teachers and students striving for industrial positions?

15. Are you aware of the Industrial Technology program? Check at the right if you would like a brochure. ()