

bets in other colleges and universities with a basis for comparison with what has happened to their own graduates, should they seek to conduct a survey similar to ours.

Getting Started

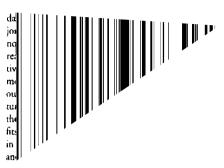
After securing a com partment to cover the c I paid a visit to the dir high and requested tha English department a conduct a career survey rector said she would l were doing and would I biggest help was the of office coordinator, who the results when the qu come in. Then I called University Alumni Asi English major, class of alumni clubs. She was our English major aluni 1980 and 2000. "We right up to printing ser the list separated by sex replied, "That would most of our English ma

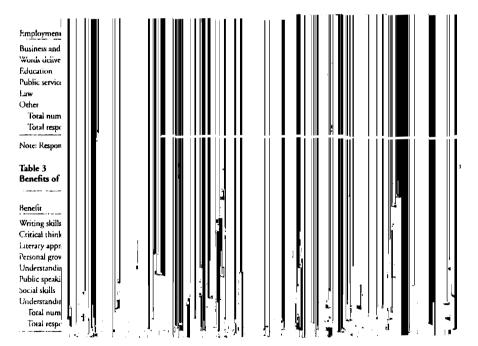
The author is the Lucy G. Moses Professor of English at Lehigi University in Bethlehem, Pennsylvania. In 1983 he was names, the national Professor of the Year by the Council for Advaermen and Support of Education and the Carnegie Foundation Advancement of Teaching.

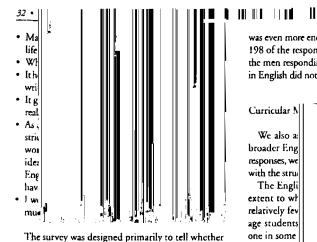
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our students thought that their having majored in En-

glish had practical benefits for them. At least at Lehigh,

where historically there are lots of business, science, en-

gineering, and social science majors, students who

major in English sometimes feel put down for selecting

an impractical, pie-in-the-sky, lazy-bones, artsy-fartsy

major. In the questionnaire we asked two questions to

ascertain the practicality of a degree in English. The

questions are reported in tables 4a and 4b. The responses to the first question were encouraging. When

asked whether having majored in English helped our

alums to land their current job, three-quartets, or 152

of the 205 who answered this question, said that it had.

The response to the second question, whether having

was even more encouraging. More than nine-tenths, or 198 of the respondents, said that it did. Curiously, of the men responding, not one said that having majored in English did not help him do his current job.

broader Eng responses, we with the struc The Engli extent to wh relatively fev age students one in some sense, but it want to do g tionally resol the major, c ments and o GPA and me at the gradua more courses we asked ou good idea to students cou loud and clea

Curricular N

We also as our alums th an option; fel gle major in

majored in English helps alums do their current job. Table 4A Did Majoring in English Help You Get Your Current Job?

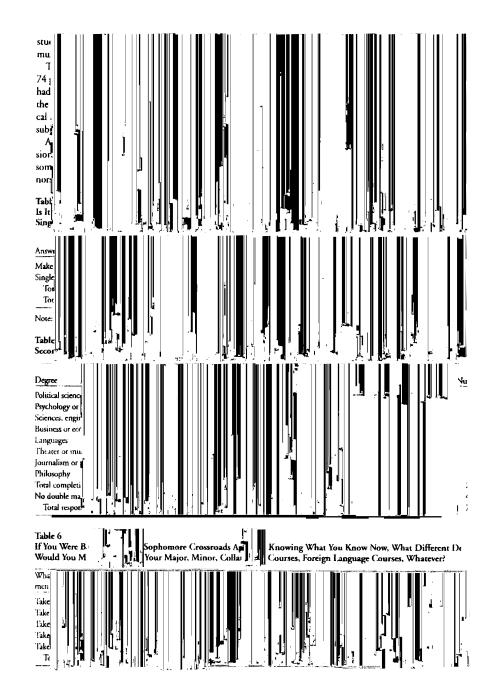
		Men		Women		Men and Women	
Answer	Number	Percentage	Number	Percentage	Number	Percentage	
Ycs	51	75.0	101	73.7	152	74.1	
No	17	25.0	36	26.3	53	25.9	
Total	68	0.001	137	100.0	205	0.001	

Note: Thirteen respondents left this question blank.

Table 4B Does Having Majored in English Help You Do Your Cul. bi

	-		197	•			
	Men		Wo.	Women		Men and Women	
	Number	Percentage	Number	Percentage	Number	Percentage	
Yes	69	100.0	129	96.3	198	97.5	
No	0	0.0	5	3.7	5	2.5	
Total	69	100.0	134	0.001	203	100.0	

Note: Fifteen respondents left this question blank,



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Peter G. Beidler . 35

Lehigh Univ		,.	· • • • • • • • • • • • • • • • • • • •		Understanding of human nature
1. Year you u					☐ Understanding history of literature ☐ Personal growth as a human being
2. Other maje					[] Critical thinking skills
3. Highest de					☐ Writing skills ☐ Social skills
at Lehigh	j				☐ Public speaking skills
certifica master's	* 			 -	☐ Other
doctora					7. Would you recommend that current Lehigh students major
4. Your job ti					in English? □ No, because
5. Please chec ing your cu					[] Yes, because
one if you.		KI II			8. Is there some advice you wish someone had given you when
☐ Teachin					you were a junior English major at Lehigh? If so, what?
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[.] Adv. ☐ Inve			4		15. Are you interested in returning to campus to take part in a Career Night for English majors?
□ Con	.				☐ Yes ☐ Maybe ☐ No
☐ Eng					Name and address (optional, unless you want me
Con					to call you about helping with a Career Night)
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