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The vocational aspirations and their implications of elementary children in Upton, Mass.

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THE VOCATIONAL ASPIRATIONS AND THEIR IMPLICATIONS OF ELEMENTARY CHILDREN IN UPTON, MASS.

Submitted by

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CHAPTER I

INTRODUCTION

Purpose of the study.--Young children delight in telling what they want to be when they grow up. Their choice may change from time to time, but for the moment, they are certain about what they are going to do.

It seems important that educators know something about young children's hopes for the future and their special interests. Too often we are concerned with a child's school work - good, bad, or indifferent though it may be. We tend to forget that each child represents a complex personality with many likes, dislikes, talents, and aspirations that are hidden from our view.

The writer has undertaken a study of the job preferences of 269 elementary grade children attending the Memorial School in Upton, Mass. It is hoped that information obtained by questionaire and by inventory testing will help teachers and administrators toward a better understanding of the special hopes for the future, changeable though they will be, and of the various significant interests of Memorial School children.

Objectives of the study.--

1. To give a better overall understanding of the vocational aspirations of Memorial School children.

2. To provide a compilation of information in order to discover:

a) The present first and second vocational choices of the children.

b) Any relationship between the children's present vocational choices and their parents' occupations.

c) Any relationship between the children's present vocational choices and their favorite activities.

d) The relationship, if any, between intelligence level and the present vocational choices of the children.

3. To assist teachers, administrators, and supervisors who must help children make wise vocational choices sometime during their school career by providing them with pertinent information concerning the vocational aspirations, the interests, and the favorite activities of children at Memorial School in Upton, Mass.

How information was obtained.--The writer began this study by requesting a free and unmotivated response to the question "What job would you choose to do when you grow up?" Children in Grade I through Grade VI at the testing school were asked to give their first and second choices of vocational preference.

Children in Grade I and Grade II gave their responses to their teacher orally. Grade III children were able to write their choices although, in some cases, they needed to be interpreted.

Boys and girls in Grade IV through Grade VI answered the same questions concerning their vocational choices and, in addition, stated the occupations of their fathers and mothers. Unfortunately, some

children mentioned the place where their parent was employed rather than his occupation. Nevertheless this information seemed significant and the writer has noted any relationship between the child's vocational choice and the parent's occupation or place of employment.

At some future date the writer plans to recheck these children to discover their changes in vocational preference.

In order to find out if the child's vocational choices were in line with his interests, a children's interest inventory[1] was administered to the children in Grade IV through Grade VI. Use of the interest test was limited to the children in these grades because the lower grade children lacked the necessary reading comprehension to complete the test.

Each child was asked to mark the answer sheet accompanying the test, with a "yes" column mark if he liked the activity; a "no" column mark if he did not like the activity; and a "?" column mark if he was in doubt about his interest in the activity. He was asked to mark with a cross, just four activities that were his particular favorites.[2]

The "yes" scores were added and the total placed above the appropriate column in the child's individual S.R.A. Profile Folder according to his grade and sex. The child's score could be read by matching his raw score in a given area with the raw scores in the column below and then finding the percentile which this score represented. A line connecting the raw scores helped to show the degree of a child's

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[1]Louis P. Thorpe, Charles E. Meyers, and Marcella Ryser Sea, What I Like To Do, An Inventory of Children's Interests (Chicago: Science Research Associates, 1954).

[2]See Appendix E, children's interest inventory.

interests in the areas.[1]

The child's Profile Percentiles can be read from his individual chart in the following areas: art, music, social studies, active play, quiet play, manual arts, home arts, and science.

On the margin of each child's folder the writer indicated: (1) the child's first and second vocational choices, (2) any relationship to parents' occupations or employment, (3) a statement of each of the four favorite activities checked by the child, (4) any assumed relationship between the child's vocational choices and his favorite activities.

No indication was made on the Profile Folder of any information that should remain confidential--such as the child's intelligence quotient. The writer felt that this folder should be in such form that it could be used for guidance counseling and such information would be inappropriate.

It is the writer's opinion that the child's S.R.A. Profile Folder contains valuable data that forms a cumulative record of the vocational choices and the individual interests as revealed in the elementary grades at the tested school--a record that could be the basis for excellent guidance as the child reaches the decisive Junior High School years when he must begin to decide in which direction his abilities and interests will lead him.

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[1]See Appendix E, pupils profile.

The organization of the study.--The information gained from the vocational questionaires and from the interest test results was organized into tables. The prelimary findings gathered from the questionaires were arranged in separate tables and placed in the appendix.[1] These tables contain the vocational choices of children from Grade I through Grade VI grouped by boys' first and second choices, and girls' first and second choices.

A summary of the findings for each grade was made. In order to protect the identity of the children involved in the study, each child was assigned a number according to the alphabetical list of boys and girls in each class, the grade number, and the first or first two letters of the last name of each class teacher.

Two master charts were arranged for each grade and placed in the appendix.[2] The charts contain the data obtained from both the vocational questionaires and the interest inventories, organized for boys and girls separately, in the following order:

I. Number and letter (indicating sex) assigned to each child

II. The job preferences of the child

   A. First choice

   B. Second choice

III. Occupation or place of employment of

   A. Father

   B. Mother

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[1]See Appendix A

[2]See Appendix B and C

IV. Intelligence quotient (I.Q.) of the child[1]

V. Profile percentile

A. Names of the areas in which the child obtained the highest scores on the interest inventory[2]

B. Percentile scores obtained in each area

VI. The numbers of the four favorite activities checked by the child on the interest inventory

A legend of symbols has been devised to indicate the assumed relationship that the writer is attempting to read from the data.[3]

Chapter III includes a presentation of data and summary of data for each grade. Chapter IV contains an analysis of the findings for the entire school and some implications drawn from the study as a whole. The findings and implications in this chapter have been based on the summary tables placed in appendix D. They consist of:

I. A compilation of information obtained from vocational questionaires and interest inventories in Grade IV through Grade VI

A. The number of different job preferences chosen

B. The number and percent of choices corresponding with parents' occupations

C. The number and percent of vocational choices judged to be unrealistic

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[1]As determined by Form A of the Otis Quick-Scoring Mental Ability Test given at the testing school in November, 1957.

[2]See Appendix E, Thorpe et al. What I Like To Do.

[3]See Chapter III, p. 22.

D. The number and percent of vocational choices by children with I.Q.s above 115

E. The number and percent of choices judged to be related to favorite activities

II. A comparison of the professional or skilled vocational choices of boys and the occupations of their parents

III. A comparison of the professional or skilled vocational choices of girls and the occupations of their mothers

IV. The assumed relationship of an I.Q. below 100 to vocational choices, parents' occupations, and favorite activities

V. The assumed relationship of an I.Q. above 115 to vocational choices, parents' occupations, and favorite activities

VI. The assumed relationship between boys' job preferences and their favorite activities

VII. The assumed relationship between girls' job preferences and their favorite activities

VIII. A compilation of highest profile scores as revealed by the interest inventory

IX. A summary of favorite activities of boys and girls in Grade IV through Grade VI

CHAPTER II

RELATED RESEARCH

Introduction.--Children of elementary age today have information about the world at work that is remarkable in its scope. They have seen explorers in the remote corners of the earth; scientists involved in the quest of knowledge that will benefit all mankind; doctors performing lifesaving operations; and famous figures of the sports world battling for the honor of their team. All these events and hundreds more, are available to children today through the magic of television. No wonder they dream about becoming such people as the first man to reach the moon or an archaeologist.

According to Bailard the elementary school helps the child "in building concepts of the world at work....Here the child begins to form ideas about vocations....In the second grade when he builds a harbor of cardboard, he is learning about longshoremen removing cargo, loading trains...."[1]

Parental Influence.--Bailard also contends that "elementary children are at the ideal level to learn about the dignity of work. Wise teachers can help overcome unrealistic vocational goals that children so often set for themselves or which parents have set up for

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[1]Virginia Bailard, "Vocational Guidance Begins in the Elementary School," Clearing House, XXVI, (Apr., 1952), p. 496.

them."[1]

McCracken and Lamb state:

> Parents should, more than any one else, wish to help the child in his endeavor to select the right occupation. The attitude of parents is too often that of trying to force the child into the channel in which they believe he ought to go--often into the work which they would like to have taken up....Parents should not drive the child into the channel into which they wish him to go but rather, when sufficient information is at hand and the child understands reasonably well what he is doing, should allow him to select his life occupation.[2]

Arbuckle contends that "because of parental pressure,...the child may come to accept an unrealistic vocational goal. Often the teacher is the only person who can, at an early stage, note this unrealism....Every day that this vocational goal becomes more and more an integral part of the individual, it becomes increasingly difficult to change...."[3]

Owen believes that "a teacher can do a great deal...to prevent false career starts and later regrets by giving students...some knowledge of the impressively wide range of jobs available today. It will come as a surprise to most students, and to many of their parents, to learn that the Dictionary of Occupational Titles lists 22,000 occupations."[4]

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[1] Ibid., p. 496.

[2] Thomas Cooke McCracken and Helen Etta Lamb, Occupational Information in the Elementary School (Cambridge: Houghton Mifflin Company Riverside Press., 1923), p. 18.

[3] Dugald S. Arbuckle, Guidance and Counseling in the Classroom (Boston: Allyn and Bacon, Inc., 1957), p. 33.

[4] J. E. Owen, "The Teacher and Occupational Counseling," Education, vol. 78 (Sept. 1957), p. 55.

Vocational Guidance.--In order to avoid the industrial waste and the personality damage of being "a round peg in a square hole," it has long been realized that it is the responsibility of the schools to do something constructive about the vocational guidance of children.

Maurice J. Neuberg explains in his book, Principles and Methods of Vocational Choice,[1] that Frank Parsons was an early leader in the directing of young people's vocational choices. Mr. Parsons, a teacher at Boston University...came in contact with young people and naturally became familiar with their vocational problems. In 1908, he wrote:

> Youth is the period of plasticity and rapid development in which the foundations should be laid for an all-around culture and for special vocational power....If this vital period is allowed to pass without a broad development and special training that belong to it, no amount of education in after years can ever redeem the loss. Not until society wakes up to its responsibilities and its privileges in this relation shall we be able to harvest more than a fraction of our human resources or develop and utilize the genius and ability that are latent in each new generation.[2]

"The Vocationa Bureau" was established in Boston in 1908 on plans established by Parsons. In his first report in May of 1908, Parsons used the term "vocational guidance" which, as far as is known, was then employed for the first time.[3]

How does vocational guidance apply to the elementary child? Baxter says:

> The question arises, how young an individual should be at the time guidance program is begun....Some children seem to know as early as Grade IV where their interests lie, and

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[1]Maurice J. Neuberg, Principles and Methods of Vocational Choice (New York: Prentice-Hall, Inc., 1934), p. 5.

[2]Neuberg p. 27 as quoted from: Frank Parsons, Choosing A Vocation (Boston: Houghton Mifflin Co., 1909).

[3]Neuberg, Vocational Choice, p. 40.

some seem unable to make a choice even through high school.[1]

The writer has found that most children attending her classes have a very definite idea about what they want to be. Even the Grade I and Grade II teachers obtained immediate responses from their children when they questioned the youngsters concerning their job preferences. A few children hesitated because they did not know the title of the job, but they were able to explain; be in a store behind a counter.

Certainly educators should be aware of these hopes for the future and should direct the child's thinking toward a better understanding of the tremendous variety of work opportunities available to young people today. One realizes that his present choices will probably change, but he will gain by considering the contributions he, personally, can make in the future

According to Brewer, "vocational guidance is often applied effectively...and broadening the work will not interfere with liberal or general education but will lead to wiser occupational decisions."[2]

Jersild contends:

> The school should make use of all facilities which can aid in sizing up the pupil's qualities and all information which will help to appraise his qualifications in terms of occupational demands....
>
> The child's vocational preparation begins in infancy. It takes place in part through all the strivings and learnings which are a feature of his growing independence, his increasing capacity for self-help....The process of preparation for adult work includes all the learnings and adjustments that go into the child's development as a social

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[1]L. C. Baxter, "Guidance for Elementary School Pupils," Elementary School Journal vol. 51 (Chicago: University of Chicago, Feb. 1951), p. 343.

[2]John M. Brewer, "Vocational Guidance," The Encyclopaedia of the Social Sciences, XV (New York: Macmillan Company, MCMXXXV), p. 279.

> and emotional creature. In many jobs the characteristics and ways of behaving that constitute what we call the individual's "personality" have an important bearing on his success or failure.[1]

It may be that some of the restleness, cynicism, and unhappiness among adults today is due, in part, to a lack of purpose in life. Research indicates that many workers feel dissatisfied with their work and are bound by their pay check to a monotonous round of uninteresting duties.[2]

> Work is love made visible.
> And if you cannot work with love but only with distaste,
> It is better that you should leave your work....
> For if you bake bread with indifference, you bake a bitter bread that feeds but half man's hunger.[3]

James Keller expresses his ideals about the worth of occupations in the following excerpt:

> No matter what your occupation you can add importance and purpose to your life, if you see that your work offers countless opportunities to be God's instrument in serving the well-being of others....No matter what your job, if you see in it something more than a means of earning a living, you will never be a victim of that dread drudgery that plagues those who live only for self.[4]

Children's interests.--It would seem wise, then, that teachers direct the thinking of children toward future job possibilities early in the child's school life. This can be done quite naturally in the elementary school if the teacher is aware of the interests (vocational

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[1]Arthur T. Jersild, Child Development and the Curriculum (New York: Bureau of Publications, Teachers College, Columbia University, 1946), p. 226.

[2]For an elaboration of this point, see Neuberg, pp. 7-14.

[3]Kahil Gibran, The Prophet (New York: Alfred A. Knopf, 1938), p. 33.

[4]James Keller, "Three Minutes a Day," The Boston Herald, Apr. 17, 1958, p. 38.

or otherwise) which exist in her class.

Miller believes "if we knew the interests of the pupils in our classrooms and if we could make use of these interests in our school program, richer teaching situations would certainly result."[1]

She also states that "some children are shy about mentioning specific interests...and some children list things they think they will like."[2] It is the writer's feeling that this may have been the case with a few particularly intelligent children in this study who seemed to resent having to answer questions.

Miller concludes with the statement that "making use of children's interests not only enriches the required work, but in addition, introduces new activities which may become lasting leisure-time interests."[3]

Hoppock gives some excellent comments on this very point when he says:

> Occupational choices and the interests which they reflect provide teaching opportunities which the alert teacher will be quick to utilize.
>
> How the teacher responds to the child's announced "decision" may help to determine whether the child will come to regard the choice of an occupation as important or unimportant, as something that he may properly discuss with his teacher or as something in which the teacher is not interested, as something that the child should investigate and think about realistically or as something just to dream about in fantasy.[4]

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[1]Edith F. Miller, "Utilizing Children's Interests," The Instructor (New York: Oct. 1948), p. 24.

[2]Ibid., p. 24.

[3]Ibid., p. 84.

[4]Robert Hoppock, Occupational Information, "Where to Get It and How to Use It in Counseling and Teaching" (New York: McGraw-Hill Book Company, Inc., 1957), p. 343.

Freyer writes at great length about the changing interests of children. He states:

> The manner in which interests develop, particularly the vocational and educational interests, is puzzling not only to the individual but to everyone who has anything to do with his future....Interests of today are based in part upon past interests, and interests of the future are determined to a measurable degree by interests of the past. That interests have some degree of permanence is unquestionable. Life is a process of unfolding and developing interests.[1]

At least eight specific purposes in presenting occupational information to elementary school children have been identified. They are:

> To increase the child's feeling of security in the strange new world outside the home by increasing his familiarity with it....
>
> To encourage the natural curiosity of young children by helping them to learn the things they want to learn, and to enjoy learning them....
>
> To extend the occupational horizons of the child, so that he may begin to think in terms of a wider range of possible future occupations....
>
> To encourage wholesome attitudes toward all useful work. To this end, a unit on community helpers is found in most elementary school curricula....
>
> To begin developing a desirable approach to the process of occupational choice....The elementary teacher can help students to face reality before it becomes painful to do so by letting his students see the kinds of jobs that beginners get and by answering his student's questions with accurate information about beginning salaries and the median salaries of experienced workers....
>
> To help students who are dropping out of school and going to work.
>
> To help students who face a choice between different high schools or high school programs.

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[1] Douglas Freyer, The Measurement of Interests (New York: Henry Holt and Company, Inc., 1931), pp. 143-144.

To show children who really need money how they can get it without stealing.[1]

The child and his unrealistic job choices.--It is a recognized fact that children pass through stages as they make their occupational decisions. Ginzberg says "we found that the process of occupational decision-making could be analized in terms of three periods--fantasy, tentative, and realistic choices....In the fantasy period the youngster thinks about an occupation in terms of his wish to be an adult....He believes that he can be whatever he wants to be."[2]

It would seem to this writer that the majority of the tested children are at this very stage. Some of the older boys may be approaching the tentative period that is "characterized by the individual's recognition of the problem of deciding on a future occupation. The solution must be sought in terms of probable future satisfactions rather than in terms of current satisfactions...."[3]

Only two children in the entire school must face the realistic period, when "the translation is so heavily weighted by reality considerations that a synthesis is difficult. The individual recognizes that he must work out a compromise between what he wants and the opportunities which are available to him...."[4]

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[1]Hoppock, pp. 344-345.

[2]Hoppock, p. 91, quoted from: Ginzberg, E., S. W. Ginsburg, S. Axelrad, and J. L. Herma, Occupational Choice, an Approach to a General Theory, (New York: Columbia University Press, 1951).

[3]Ibid., p. 91, quoted from Ginzberg.

[4]Ibid., p. 91, quoted from Ginzberg.

These boys, to whom the writer refers, came to the test school two years ago after having been retained frequently in other school systems. They are now sixteen and seventeen years old and are in Grade VI. The older boy tried to find work at the beginning of the school year. He lasted about a month in a shoe factory and then returned to his class room because there was no other job opportunity available to a person with his limited education. Both lads face the grim reality of being of age to work but lacking any job preparation or natural ability.

According to the information revealed in this study, the younger boy (who is listed as number 6B in Grade V-WI) wants to be a storekeeper or a fireman. The older brother (who is number 4B in Grade V-WO) would like to be an accountant or a store clerk.

Returning to the large majority of the children at the test school who would seem to be in the fantasy period in their choice of occupation, Hoppock has this to say about their choices:

> Although the occupational preferences of students are often unrealistic, they are nevertheless important, if only because the students will show little real interest in exploring other occupations until they have explored their first choices.[1]

Hoppock goes on to explain some of the unexpressed ideas that may be hidden in the child's occupational choice:

> ...we smile and dismiss as fantasy the occupational choice of the little child who announces his serious intention to be a fireman when he grows up. It may not occur to us that the child, dominated by adults from morning until night and protected from every danger that can be anticipated, may feel a real need to be important and to embark upon some adventure more thrilling than the exploration of his own back yard. In terms of the

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[1] Hoppock, p. 11.

needs that he feels and of the occupations with which he is familiar, his choice may be as logical as ours....[1]

Both Jersild and Hoppock[2] write at length about the number of children who choose the same kind of work. Jersild has this to say:

> A large number of youngsters are likely, for example, to voice a preference for one of the professions--engineering, law, medicine, and so on--than can be accommodated. Many express a desire for an occupation which requires abilities and talents they do not possess. Similarly, various studies have found that the number of children who express preferences for occupations in the field of agriculture, mining, domestic service, skilled and unskilled trades and crafts tends to be smaller than the number of persons who eventually will find their way into these lines of work.[3]

Hoppock helps us to understand this problem when he writes:

> If we can even suspect the emotional needs behind what looks to us like irrational choices, we may be more tolerant of them. If we can occasionally understand the connection between these needs and choices, we may then be of more help to our clients, sometimes by simply waiting for them to mature a little more, sometimes be helping them to understand and accept themselves, sometimes by helping them to discover more effective and attractive ways to satisfy their needs.[4]

In summarizing, Hoppock says, "Ginzberg's Theory is helpful in suggesting to us that we should not expect everyone to make a wise choice at the first attempt, that we should expect some young persons to have unrealistic choices, and that we may expect some of these choices to improve with age."[5]

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[1] Ibid. p. 79.

[2] Ibid. p. 3.

[3] Jersild, p. 219.

[4] Hoppock, p. 79.

[5] Ibid. p. 104.

Changing vocational interests.--Children are not satisfied with just one choice of a job but constantly shift their choice as new interests lead them to think about different possibilities. Galler says:

> His choice of occupation at a particular time is an important index of his interests. His reasons for choosing the occupation also indicates the trends of his thoughts and values. While it is true that some children are never concerned with a choice of an occupation, these are in the minority. Most children do a great deal of thinking about it.[1]

Why do children make so many changes in their vocational choices? Are the jobs they choose related in any way? Owen believes that:

> For most boys and girls there will probably be no clear-cut or compelling reason for their choosing any one career. Usually the problem resolves itself into that of making a choice from several promising possibilities, embracing a particular type of work; a range of related choices rather than some special occupation per se.[2]

Both Strong and Neuberg feel that "a deeply rooted interest is not likely to change, even though it may develop and progress. It is quite possible for a person...to have changed to teaching and then to Y.M.C.A. work.....Even though he had several different jobs, the changes have been motivated by the same interest--concern for the welfare of young people."[3]

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[1]Enid Harris Galler, "Influences of Social Class on Children's Choice of Occupations", The Elementary School Journal (April, 1951), p. 439.

[2]J. E. Owen, "The Teacher and Occupational Counseling", Education (Sept. 1957), 78: p. 55.

[3]Neuberg, p. 207.

It is important that a child know his own deeply-rooted interests and that he begin to form some life goals, with these interests in mind. Freyer adds that "if a knowledge of an individual's feelings and experiences could be accurately gained it should be of tremendous assistance in guiding the individual into more efficient and satisfying channels of activity."[1]

Harold Edmonds speaks convincingly about his experiences with a fifth grade class when he says:

> Youngsters are allowed to flounder too long before they select goals for living. So many seem to be drifting; their lives seem to be without purpose, as they turn restlessly from one aimless pursuit to another....If teachers could direct children's attention to life goals, with some emphasis on future vocations, this might help them achieve a sense of direction.[2]

He states that, as a result of their study of vocations "the growth they have experiences in examining life goals, the feeling of their worth as persons, the reaching out beyond their limited horizons have helped give meaning, direction, and purpose to their lives. Children's dreams of today may become tomorrow's reality."[3]

It is the purpose of this writer to lay the ground work for individual vocational guidance of Memorial School children--guidance that may be given by their future teachers, principals, or supervisors who will have a record of each child's job preferences, his interests,

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[1]Freyer, p. 19.

[2]Harold W. Edmonds, "Life Goals as Fifth Graders See Them", The Instructor (Sept. 1957), p. 80.

[3]Ibid. p. 80.

and his four favorite activities as revealed by the inventory test[1] at the time this study was made.

[1] Thorpe, et al. What I Like To Do.

CHAPTER III

PRESENTATION OF DATA AND SUMMARIES FOR EACH GRADE

Two hundred sixty nine children at Memorial School in Upton, Mass. were asked to give an unmotivated response to a questionaire concerning their first and second vocational aspirations. This information was organized into table form and placed in Appendix A.

By refering to these tables, the writer has made a brief summary of the vocational choices of the children in Grade I through Grade III. Information concerning these grades is, of necessity, rather incomplete because the children were asked to give their vocational aspirations only.

It seemed worthwhile to get their responses in order to: (1) study the variations in choices from grade to grade; (2) recheck at some future date to notice changes in vocational aspirations.

The remainder of the chapter contains summaries of each grade findings as revealed by the master charts.

It was necessary to include some abbreviations and symbols in the charts and tables. The following abbreviations are used throughout the study:

H.W.....in place of "housewife"

I.Q.....in place of "intelligence quotient"

soc. studies.....in place of "social studies"

The following symbols are used throughout the paper:

9B 1. To represent a boy's or girl's name and sex.

✓ 2. To show an assumed relationship between the child's vocational choice and his or her favorite activities.

✳ 3. To show an assumed relationship between the child's job preference and the parent's occupation or place of employment if that is what the child mentions.

□ 4. To show a relationship between an intelligence quotient below 100 and the child's unrealistic job preference, according to the writer's opinion.

○ 5. To show a relationship between an intelligence quotient of 115 and above and the child's job preference which, the writer feels is more attainable.

The writer realizes that much must be "read into" the responses of the children in Grade IV through Grade VI. It is hoped that a pattern of relationships which will be useful to educators can be determined. Therefore each child's record has been carefully studied for clues that might reveal a relationship between his vocational choices and his parents' occupations, his intelligence quotient, and his favorite activities.

The writer had to make many arbitrary choices in the preparation of this study. It was necessary to decide whether each child had the ability to achieve success in his chosen vocational aspirations. For

the purposes of this study, professional aspirations of doctor, dentist, priest, engineer, scientist, veterinarian, teacher, nurse, and nun were classified as professional vocational choices. Because it was impossible to determine the amount of "skill" involved, all other vocational aspirations or occupations mentioned by the children for themselves or their parents have been called skilled vocational choices.

Which children are aiming toward a profession or a certain skilled vocation but lack the natural ability to undertake the job? The writer chose the intelligence quotient as revealed by a group test[1] to give some indication of the child's ability. An I.Q. less than 100 was considered too low for one aspiring to enter the professions. Again the writer used an arbitrary figure as a basis for determining whether or not the child's I.Q. and his vocational choices were compatible.

For instance, if a child suggested policeman and National Guard for his first and second vocational choices and had an I.Q. of 97, this would seem to show adequate ability to handle either job.[2] Contrast this with the boy who would be a dentist or a pilot but had an I.Q. of only 81.[3]

With today's increased emphasis on finding children who have outstanding ability, it seems wise to look for children who have good ability as revealed by an I.Q. in a group test above 115, and to see what their vocational choices and interests are. These youngsters may

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[1]See footnote, p. 6.

[2]See Appendix B, Table 1, Grade IV-O'H, 16B.

[3]Ibid., Table 2, Grade IV-V, 14B.

well be the "cream of the crop". What do they choose to do for their life work at this time? Is there a relationship between their choices and their parents' occupations or their favorite activities?

The writer feels that the four favorite activities indicated by a child on the interest inventory may be a linking clue between his vocational choice and his interest in a specific vocational objective. Again the writer's personal opinion had to be used to attempt to "read in" some significance. It seems important to know, for example, that a boy who stated that he would like to be a poet indicated that he likes to write poetry[1], or that another boy who wanted to be a veterinarian likes to watch animals teach their young how to find food...[2]

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[1] Ibid., Table 5, Grade VI-D, 12B.

[2] Ibid., Table 4, Grade V-WO, 9B.

Summary for Grade I.--Children in Grade I at Memorial School gave oral responses to their teachers as they were questioned individually concerning their job preferences. There were eighteen jobs mentioned by the boys. Their first choices, in order of popularity, were: fireman (5), cowboy (2), and policeman (2).

As their second choices, four hoped to become policemen and three each chose engineer, fireman, and farmer.

The girls mentioned only nine possible jobs. For their first choices, six thought they would like to become nurses and two hoped to become teachers. For their second choices, four wanted to be mothers and three would like to teach. One, whose mother is a substitute teacher, specified this job, and two others would like to become nurses.

Summary for Grade II.--Children in Grade II gave their job preferences to their teacher orally. Sixteen jobs were listed by the boys. For their first choices, only two boys wanted to have the same job--that of pilot. Three boys mentioned pilot for their second choices.

Grade II girls listed eleven different job preferences. Seven of the girls indicated that they wanted to become nurses and two would like to teach. For their second choices, the girls recorded two choices each for nurse, mother, and store keeper.

Summary for Grade III.--The children in Grade III were able to record their own job preferences. The boys listed ten different choices. The most popular first choice was pilot with three boys indicating this occupation. Two boys chose each of the following jobs: carpenter, policeman, and scientist.

There was a greater clustering in the second choices when four boys indicated they wanted to become policemen and three chose to be doctors.

Grade III girls limited themselves to six different jobs. Six of the class wished to become nurses, six secretaries, and two teachers, according to their first choices.

The girls showed a decided preference for teaching as their second choices. Nine girls chose teaching. Two chose nursing and two said they wanted to be secretaries.

Summary for Grade IV boys.--Thirty five Grade IV boys mentioned 34 different job preferences. The greatest grouping of choices were pilot (5), scientist (3), doctor (3), policeman (3), and farmer (3).[1] Eleven boys considered a professional vocation for their first choice. This represented 31% of the boys in this grade. The responses to the vocational questionaire indicate that all of the boys' fathers are skilled workers. The implication seems to be that nearly a third of these boys want to become professional men rather than skilled workers like their fathers.[2]

About one fifth of the boys were influenced by their fathers' occupations because seven boys or 20% of the class indicated a desire to follow their fathers' occupations or be employed at the same place as their fathers. This represents the smallest number influenced by their fathers' occupation in the three upper grades.[3]

Ten boys indicated an unrealistic vocational choice if an intelligence quotient below 100 can be considered as an indication of lack of ability.[4] Five of these boys mentioned "pilot" as their first or second choice. Their I.Q.s ranged from 81 to 91. It would seem to the writer that these boys are in the "fantasy period" when the child "believes he can be whatever he wants to be" irrespective of his natural ability or his interests.[5] Only one parent seemed to have influenced

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[1]See Appendix A, Table 3.

[2]See Appendix D, Table 2.

[3]See Appendix D, Table 1.

[4]Ibid., Table 4.

[5]See quote Chapter II, p. 15.

the vocational choice of a boy making an unrealistic choice, who wanted to work at the Bay State Abrasive Co. like his father, but the boy has a low I.Q. of 66.[1] It is possible that the boy could fill an unskilled position at his father's place of employment, thus satisfying his desire to work where his father is employed.

In the writer's opinion ten boys or 29% of the class have made unrealistic vocational choices.[2] It would seem that these boys are dreaming about their future plans and are not aware that they lack natural ability for certain kinds of work.

An examination of the master charts reveal four boys who, in the writer's judgment, have low I.Q.s but have made reasonable vocational choices.[3]

No boy in Grade IV had an I.Q. of 115 or above--therefore no child stands out as one having special ability to watch.[4]

According to the writer's findings, eight boys or 23% of the class showed some relationship between their job preferences and their favorite activities as revealed by the four interest checks on the interest inventory.[5] This would seem to indicate that about one quarter of the boys were considering a job preference in which they have a real interest.

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[1]See Appendix D, Table 4.

[2]Ibid., Table 1, and Table 4.

[3]See Appendix B, Tables 1 and 2.

[4]Ibid., Tables 1 and 2.

[5]See Appendix D, Table 6.

The profile scores as shown on the interest inventory[1] suggest that Grade IV boys were most interested in science (9), active play (7), and manual arts (5). All of these scores were at the 90-99th percentile. According to the writer, this would seem to indicate a normal range of interests and an enthusiastic response on the inventory.

The boys' interest in active play was confirmed by their list of favorite activities[2] which show that they liked the following sports: baseball (9), hunting (9), basketball (4), and football (3).

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[1] Ibid., Table 8.

[2] Ibid., Table 9.

Summary for Grade V boys.--Grade V boys listed 41 different vocational choices.[1] This was the highest number mentioned by any grade and 9 more than Grade IV's list. Two boys each aspired to these jobs: airforce, carpenter, mechanic, and scientist. Some choices were very imaginative, for example: clown in a circus; pilot of the first rocket to the moon; and lumber jack.[2] Many of the boys seemed to be in the "fantasy period" at the Grade V level also.

The fathers of these boys have an equally wide range of occupations.[3] All are employed at individually different types of work, according to the answers the children placed on the vocational questionaires.

The fathers of Grade V boys have influenced their sons concerning their occupations because ten boys or 33% of them chose their fathers' occupation for their first or second choice. This was the largest group among the boys who wanted to follow in their fathers' footsteps.[4]

It would seem that about one third of Grade V boys are interested in the skilled occupations of their fathers. All of these choices seem to be quite reasonable if they are compared with the child's intelligence quotient. Only one boy chose his father's work and seemed to have made an unrealistic vocational choice.[5] In this case, he would

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[1]See Appendix A, Table 3.

[2]See Appendix B, Tables 3 and 4.

[3]Ibid., Tables 3 and 4.

[4]See Appendix D, Table 1.

[5]See Appendix B, Table 4, 8B.

be capable of being a maintenance worker like his father but he would not have the ability to become a pilot.

Only four boys or 14% of the class indicated a preference for a professional vocation.[1] Just two fathers are professionally employed according to the boys' responses on the vocational questionaire. There seemed to be no relationship between father and son in these two cases.

Six boys or 20% of the class made an unrealistic vocational choice, if an I.Q. obtained from a group test can be considered an indication of limited ability.[2]

The writer knew these boys well. Admittedly, some boys had a real interest in the job preference mentioned. Others had shown particular interest in their job preference through classroom participation--interest that is not revealed in the test results. Nevertheless, the boys' limited ability as suggested by their low intelligence quotient (and their lack of success in school subjects) leads the writer to believe that these six boys have made unreasonable vocational choices.

A careful inspection of the master charts for these grades, will reveal eight boys with I.Q.s of less than 100 who have made reasonable choices according to the writer.[3]

Four boys in Grade V have a measured intelligence quotient of 115 or above.[4] In the writer's opinion, these boys, representing 13% of the class, should have ability to succeed. Unfortunately, only one

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[1]See Appendix D, Table 2.

[2]Ibid., Table 4, Grade V.

[3]See Appendix B, Tables 3 and 4.

[4]See Appendix D, Table 5.

indicated a desire to become a scientist. He, also, indulged in a "flight of fancy" when he suggested that he become "the pilot of the first rocket to the moon." Two of the boys showed some relationship between their job preferences and their fathers' occupations.

Favorite activities checks revealed that six boys or 20% of the class showed some relationship between vocational choices and interests. One of the boys made an unrealistic choice and another showed a relationship with his father's occupation. Most of the relationship was evident with the second vocational choice but it seemed significant to know, for example; that a boy aspired to be a carpenter and "likes to build big toys such as wagons and scooters" or that another boy would like to be a carpenter and he "liked to make model airplanes or model boats."[1]

It is the writer's belief, that this information should be particularly helpful to an administrator working with a child in guidance counseling, if for no other reason than that it gives him a point of departure concerning the child's interests and aspirations.

The highest profile scores for Grade V were science (6), active play (5), and manual arts (3) recorded at the 90-99th percentile. In the writer's opinion, these revealed very normal interests for the boys.[2]

Their favorite activities checks confirmed their interest in active play when these scores were recorded: baseball (8), hunting (7), football (5), and basketball (5).[3]

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[1] Ibid., Table 6.

[2] See Appendix D, Table 8.

[3] See Appendix D, Table 9.

Summary for Grade VI boys.--Grade VI boys mentioned 26 different job preferences.[1] This was the least number of jobs listed by the three upper grades. The boys seemed to group their choices into occupations that would be reasonable for them to undertake. They showed the following cluster of choices: carpenter (3), farmer (3), football player (3), scientist (3), mechanic (2), and pilot (2).

Seven boys or 25% of them chose a professional vocation. None of their fathers are listed as professional workers according to the responses found on the boys' vocational questionaire.[2] Therefore, it seemed to the writer that one quarter of the Grade VI boys were aspiring to a higher level of employment than their fathers have at the present time.

Eight boys or 29% of the class indicated a choice corresponding with their fathers' occupation.[3] This was a significant quarter of the class but not as large as the influence of Grade V fathers.

In the judgment of the writer, five boys or 18% of the class have made a job preference that is unrealistic.[4] in only one instance were both the choices unreasonable. One boy made a reasonable first choice of carpentry that showed a relationship with his father's occupation and had a favorite interest check but he made an unrealistic second choice.[5] Two boys seemed to have their minds set on becoming pilots because they mention no second choice yet they have I.Q.s of

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[1]See Appendix A, Table 3.

[2]See Appendix D, Table 2.

[3]Ibid., Table 1.

[4]Ibid., Tables 1 and 4.

[5]See Appendix D, Table 4, 7B-D.

only 75 and 91.[1]

An examination of the master charts shows four boys who have low intelligence quotients but have made quite reasonable vocational choices.[2]

Seven boys or 25% of the class have I.Q.s of 115. Of this number, three showed a relationship with a favorite activity and three indicated they would like the same occupation as their father.[3]

The writer implied from these findings that youngsters with superior ability 1) make reasonable vocational choices, 2) are influenced by their fathers' occupations, and 3) tend to choose an occupation that is in some way related to a favorite activity.

Eleven boys or 39% of those in Grade VI showed some relationship between their four favorite activities checks and their vocational aspirations.[4] The relationship for Grade V was with the second job preference but for Grade VI there was a definite first choice relationship between job preferences and favorite activities. It also seemed significant that four of these boys showed a relationship to fathers' occupation and four have an I.Q. above 115. Only one made an unrealistic choice. Another boy made an unreasonable second choice but there is positive relationship with both favorite activity and parent's occupation for his first choice.[5]

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[1] Ibid., Table 4, 5B and 15B-F.

[2] See Appendix B, Tables 5 and 6.

[3] See Appendix D, Table 5.

[4] Ibid., Tables 1 and 6

[5] Ibid., Table 6.

In the writer's opinion, it would seem that Grade VI boys are beginning to think realistically in terms of--"This I like to do now. Perhaps I would like to do something related to this activity in the future."

Grade VI boys recorded six scores in active play at the 90-99th percentile.[1] Their favorite activities check confirmed this fact because the boys have almost doubled the tally of each of the other two grades when they listed baseball (13), hunting (13), football (11), and basketball (10).[2]

All of these sports are actively enjoyed by the boys. They are fortunate to be in a small town where many adult leaders are willing to organize and supervise sports and where ponds and woodlands are available for both hunting and fishing.

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[1] Ibid., Table 8.

[2] Ibid., Table 9.

Summary for Grade IV girls.--Twenty eight girls listed 18 different vocational choices.[1] This was the largest number mentioned by the upper grade girls. The girls showed little grouping of preferences except for teacher (6) and nurse (4). Fifteen of the first choices, or 54% of Grade IV girls, were interested in a professional job. Only two mothers or 8% of the girls' mothers are professional workers according to the responses given by the children on the vocational questionaire.[2] The daughters of both of these mothers indicated that they would like to be professional workers, too. Over one half of the girls are aiming higher than their mothers' present occupation. On the other hand, 25% of the girls chose their mothers' occupation for their first or second choice.[3] In five cases the girls' first or second vocational choice would be "housewife" like their mothers. This was the one upper grade where mothers who are housewives seem to influence their daughters toward becoming housewives.[4]

Five girls or 18% of the class made unrealistic vocational choices if an I.Q. of less than 100 can be regarded as an indication of a lack of ability. Three of the five choices were for professional vocations. None of these girls showed any relationship to their parents' occupations or their favorite activity.[5]

Three girls or 11% of the class had special ability if an I.Q.

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[1]See Appendix A, Table 4.

[2]See Appendix D, Table 3.

[3]Ibid., Table 1.

[4]See Appendix C, Tables 1 and 2.

[5]See Appendix D, Table 4.

of 115 or above can be regarded as an indication of significant worth. Two of these girls wished to follow their mothers' occupations and one showed a favorite activity interest check. These girls show the beginning of a trend that seems increasingly evident as each grade is examined--(1) that children having good ability make reasonable vocational choices, (2) may be influenced by their parents' occupations, and (3) show an interest in a specific phase of their vocational choice.[1]

Six girls or 21% of them showed some relationship between their job preferences and their favorite activities. In most cases these related to housekeeping or care of children.[2]

The profile percentile scores showed nine girls recording a high interest in quiet play (3), music (2), manual arts (2), and science (2) at the 90-99th percentile. Quiet play received 4 scores at the 80-89th percentile also, suggesting that these girls enjoyed "little lady" activities.[3]

The favorite activities as revealed by the four checks of their favorite activities on the interest inventory were: skating (9), swimming (6), dancing lessons (6), and horseback riding (5). Perhaps "skating" and "dancing lessons" reflect the girls' interests at the height of the winter season when the testing program was given. All of these activities are freely available except horseback riding. A very few families do have horses for their families but, for the majority, this is probably a "wished-for activity."[4]

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[1] Ibid., Table 5.

[2] Ibid., Tables 1 and 7.

[3] Ibid., Table 8.

[4] Ibid., Table 9.

Summary for Grade V girls.--Thirty Grade V girls listed 16 different vocational aspirations.[1] Nineteen girls or 63% of them were interested in a professional occupation. Five mothers or 16% of the girls' mothers are professional workers.[2] The daughters of four of these mothers indicated that they would choose a professional job also.[3] Significantly, two of these mothers who teach seem to be influencing their daughters toward teaching as a career.[4]

Six girls or 20% of the class have made an unrealistic vocational choice, in the writer's judgment, if an I.Q. of less than 100 can be regarded as an indication of lack of ability. In none of these six cases was there any relationship with the parents' occupation or a favorite activity. Five of the six girls chose a professional vocation for their first choice. Four girls indicated both first and second professional choices. The writer implied from these results that the girls are not thinking realistically about their personal limitations and are still in "the fantasy period."[5] Only two girls had I.Q.s below 100 and may be judged to have made reasonable vocational choices.[6]

Nine girls or 30% of them have an I.Q. of 115 and above. All of these girls indicated they would like a professional occupation for either their first or second choice. Three girls showed a relationship

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[1]See Appendix A, Table 4.

[2]See Appendix D, Table 3.

[3]See Appendix C, Tables 3 and 4.

[4]Ibid., Table 3, 2G and 6G.

[5]See Appendix D, Tables 1 and 4.

[6]See Appendix C, Table 3.

between their job aspirations and their mothers' occupations. Again, in this grade we find two teaching mothers who seem to influence their daughters' choices. Three girls also showed some relationship to a favorite activities check.[1]

Seven girls were thinking about some phase of teaching as a career for either their first or second choice. This class was particularly conscious of teaching. The tabulation of job preferences revealed that 60% of Grade V girls indicated "teaching" for either their first or second choice. These girls who have good I.Q.s might be judged to have been influenced by parents or by teachers who are particularly interested in encouraging children to consider teaching as a profession.[2]

Returning to the summaries of Grade V girls, it was apparent that five girls or 17% showed some relationship between job preferences and favorite activities. In most instances these checks applied to the second job choice and reflected an artistic or handcraft interest.[3] This interest was confirmed by the high scores in art on the profile scores from the interest inventory.

Grade V girls showed an enthusiastic interest in many areas as revealed by the profile percentile results when the following high scores were recorded at the 90-99th percentile: quiet play (7), home arts (5), science (5), and art (5).[4] All of these activities showed

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[1]See Appendix D, Tables 1 and 5.

[2]See Appendix D, Table 5, and Appendix C, Table 3.

[3]See Appendix D, Tables 1 and 7.

[4]Ibid., Table 8.

quite reasonable interests for the girls. According to the four checks on the interest inventory, their favorite activities were: Ice skating (10), horseback riding (7), swimming (6), and dancing lessons (3).[1]

[1] Ibid., Table 9.

Summary for Grade VI girls.--Thirty six girls mentioned 16 different job preferences. The highest group of choices were nurse (10), teacher (7), and secretary (6).[1] Fifty six percent of the girls were considering a professional aspiration for their first choice.[2] The findings also revealed that 6 mothers or 17% of them are professionally employed. The daughters of all of these professional mothers were interested in becoming professional workers for either their first or second choice.[3]

Taking the class as a whole eight girls or 22% of the class made a choice corresponding with their mothers' occupation. This is not as large a proportion as is found in Grade IV girls where the influence is mainly toward becoming a housewife and mother.[4] In Grade VI the mothers seem to be influencing their daughters toward skilled and professional aspirations, in the writer's opinion.

Five girls or 14% of the class have made an unrealistic vocational choice, in the judgment of the writer, if an I.Q. of less than 100 can be regarded as an indication of lack of ability. In all of the cases the girls wished to be professional workers for either their first or second choice.[5] However, in none of the cases was there any apparent relationship between the mother's occupation and the girl's vocational choices or between favorite activities and the girl's vocational choices.[6]

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[1]See Appendix A, Table 4.

[2]See Appendix D, Table 3.

[3]Ibid., Table 3, and Appendix C, Tables 5 and 6.

[4]See Appendix D, Table 1.

[5]Ibid., Table 4.

[6]Ibid., Table 4.

There were no girls in Grade VI with an I.Q. less than 100 who made reasonable choices, in the writer's opinion.[1]

Twelve girls or 33% of Grade VI have I.Q.s of 115 or above as determined by a group testing program. The writer has mentioned the fact that professional mothers of Grade VI girls tend to influence their daughters toward professional aspirations. Each of these six girls so influenced has an I.Q. of 115 or more. Three of the same girls showed some relationship to a favorite activity also.[2]

The writer feels that there may be some significance in this finding that good ability, parental influence, and interest in a phase of a vocational aspiration seem to become more apparent in each tested grade and becomes quite apparent in Grade VI.

Among the 30 girls in Grade VI, six of them or 17% indicated some relationship between job preference and favorite activities. Most of the relationship was in child care or artistic activities.[3]

The profile percentile scores showed a shifting of interest at the 90-99th percentile for Grade VI girls to art (7), music (6), and active play (4).[4]

Their stronger interest in more active sports is suggested by the higher tallies of favorite activities when the following scores were recorded: ice skating (13), swimming (12), horseback riding (10), and dancing lessons (6).[5]

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[1]See Appendix C, Tables 5 and 6.

[2]See Appendix D, Tables 1 and 5.

[3]Ibid., Tables 1 and 5.

[4]Ibid., Table 8.

[5]Ibid., Table 9.

Chapter IV

FINDINGS AND IMPLICATIONS

Findings and implications for Grade I through Grade III.--Eighty two children in Grade I through Grade III gave answers (oral in Grade I and Grade II, and written in Grade III) to the question, "What do you want to be when you grow up?" Each gave a first and second choice of job preference. The 43 boys in Grade I through Grade III listed 29 different job preferences. They showed a preference for the following jobs: fireman (6), pilot (6), policeman (5), and scientist (3). The latter two were chosen mainly by Grade II and Grade III boys. Five boys in Grade I wished to become firemen. Perhaps this resulted from a visit to the fire station a short time before being questioned. Cowboy (2) was mentioned by Grade I boys only.

The writer implied from these findings that young boys in the lower grades were most interested in service occupations or community helpers about whom they study and "hero worship".

Thirty nine girls in Grade I through Grade III mentioned 19 different job preferences. They chose the following jobs: nurse (19), secretary (7), teacher (6), and mother or housewife (3). The lower grade girls were particularly interested in becoming nurses. This seemed to reflect their community service interest, also.

Their interest in teaching seemed to grow as they advanced through the grades. It is possible to see a shifting of interest in

these two professional vocations from the lower grades to the upper grades. The interest in becoming a secretary was also a little stronger in the upper grades.

The findings and implications for the first three grades were limited by the small amount of information obtained in these grades. The significance of the information lies in the changing pattern of vocational interests which the writer discovered between the lower grades and the upper grades, and a possible comparison of results after a subsequent retesting.

Findings and implications concerned with boys.--There were 43 boys in Grade I through Grade III and 93 boys in Grade IV through Grade VI, giving a total of 136 boys who participated in the study. The boys indicated 82 different job preferences. They chose the following job preferences in the upper grades: scientist (8), pilot (7), carpenter (6), farmer (6), doctor (5), and mechanic (5).

The job preferences most frequently mentioned by the 136 boys in the entire study were: pilot (13), scientist (11), carpenter (9), farmer (8), doctor (7), and mechanic (7). These findings would lead the writer to believe that twenty four boys or 17% of all the boys were air-minded or science-minded when they considered a vocational aspiration at the time the study was made.

Twenty five boys chose their father's occupation as their first or second choice. This represented 27% of the boys in the upper grades. Only three fathers or 3% of them were listed as professional workers. However, 22 boys or 24% of those in Grade IV through Grade VI wanted to become professional workers. The writer implied that about one quarter of the tested boys wanted to advance beyond their fathers' level of

employment.

Twenty one upper grade boys or 23% of them made a vocational choice that was judged to be unrealistic if an I.Q. of less than 100 can be regarded as an indication of lack of ability. There were five boys who were judged to have some relationship to a favorite activity and three boys who showed some relationship with their fathers' occupation. All of the three boys could have done fathers' job which was their first choice but their second choice was beyond their ability.

Ten of the unrealistic choices (or nearly one half of them) were made by Grade IV boys. The implication seemed to be that these boys were dreaming about glamor jobs and did not realize that they must have certain abilities in order to become doctors or pilots. Only 5 Grade VI boys made what the writer considered unrealistic vocational choices. This study would seem to indicate that boys tend to realize their limitations as they grow older and learn to make vocational choices that are more in line with their natural abilities.

There were no boys with I.Q.s of 115 or above in Grade IV and only 11 boys in Grade V and Grade VI who had a high I.Q. as measured by a group intelligence test. This number represented 12% of the upper grade boys. Vocational choices of three of them showed some relationship to a favorite activity and five showed a relationship with their fathers' occupations. The writer implied that the influence of fathers' occupations was quite strongly felt by boys with good ability.

Twenty five boys or 37% of the upper grade boys seemed to indicate a relationship between their job preferences and their favorite activities. Eleven Grade VI boys showed this definitely. It may be that these boys see some relationship between their life work and what

they like to do at the Grade VI level. The writer implied that boys become increasingly aware of what they like to do now and relate it to their present vocational aspirations.

The interest inventory profile scores showed the following scores in the 90-99th percentile for upper grade boys: science (18), active play (17), social studies (10), art (10), and manual arts (8). The high interest in science was confirmed by the boys' choices of "scientist" as their second favorite job preference. The active play interest was substantiated by the favorite activities of upper grade boys which were: baseball (30), hunting (29), football (19) and basketball (19). These choices reflect the enthusiasm that the tested boys have for sports of all kinds.

Findings and implications concerned with girls.--There were 39 girls in Grade I through Grade III and 94 girls in Grade IV through VI. Thus a total of 133 girls were included in the study. The girls indicated 47 different job preferences in all. Girls in the upper grades showed a preference for the following jobs: teacher (24), nurse (21), secretary (11), airline stewardess (7), and housewife or mother (5). The job preferences most frequently mentioned by the 133 girls included in the study were: nurse (40), teacher (30), secretary (18), mother (8), and airline stewardess (8).

The implication seemed to be that forty five girls or 48% of them were interested in professional employment. The girls chose "nurse" as their favorite vocational choice throughout the grades. However, Grade VI girls had the highest number of first choices for nursing. (10).

There was more interest in teaching in the upper grades. Twenty

four girls or 26% of the upper grade girls said they would like to teach, the largest number being in Grade V. Contrast this with just one Grade VI boy who admitted in his second choice that he might like to teach.

Eighteen girls or 19% of those in the upper grades made choices corresponding with their mothers' occupations. The mothers of Grade IV girls seemed to influence their daughters toward being housewives. The writer implied some relationship here because seven girls or 25% of Grade IV girls wanted to follow their mother's occupation.

Only three girls or 10% of Grade V girls were influenced by their mother's occupation. Of these three mothers, two were teachers who may be influencing their daughters to become teachers. (Both of these girls had I.Q.s above 115, also.)

In Grade VI eight girls or 22% of the class made choices corresponding with their mother's occupation. Six mothers or 17% of them are professionally employed and all six daughters were interested in the same professional employment as their mothers. The implication seemed to be that as girls advance in the grades, their professionally-employed mothers exert a stronger influence on the vocational aspirations of their daughters.

In the writer's opinion, sixteen girls or 17% of the upper grade girls made unrealistic vocational choices if an I.Q. of 100 or less can be regarded as an indication of limited ability. There were at least five of these unrealistic choices in each of the upper grades. This study has shown that girls tend to think of themselves as becoming nurses, teachers, or secretaries. All of these job preferences require good intelligence. Therefore, if the I.Q. score on a group intelligence

test is a reliable indication of intelligence, these girls will need to be guided into thinking about work that is better suited to their abilities.

Seventeen girls or 18% of the upper grade girls showed relationships between their job preferences and their favorite activities. There were six instances of this in each grade. Nine of these girls showed a relationship with their mother's occupation and five had a relationship with good ability. Again the writer concluded that girls with good ability seemed to be influenced by their mother's occupation or profession and they tend to make vocational choices in which they have some interest.

The interest inventory profile at the 90-99th percentile revealed the following scores: art (12), music (11), quiet play (10), and science (9). These scores represented the areas of highest interest for all the girls in the upper grades.

The favorite activities of the girls in Grade IV through Grade VI were ice skating (32), swimming (24), horseback riding (22), and dancing lessons (15). The girls are able to enjoy their special activities in the town where they live. Dancing lessons are provided by the Parent-Teachers' Association. Many ponds afford good skating in the wintertime and allow for swimming during the summer months. Horseback riding may be available for some girls, but it is probably a "wished for" activity in most cases.

Appendix A

Job Preferences

TABLE 1

EXPRESSED JOB PREFERENCES OF BOYS
IN GRADES I, II, III

Job Preference	Grade I		Grade II		Grade III	
	First Choice	Second Choice	First Choice	Second Choice	First Choice	Second Choice
airport worker.....	-	-	-	1	-	-
ambulance driver....	-	1	-	-	-	-
artist.....	-	-	-	-	-	1
baseball player.....	-	-	1	-	-	-
builder.....	-	-	-	1	-	-
carpenter.....	-	-	1	-	2	-
cowboy.....	2	1	-	-	-	-
doctor.....	1	1	-	-	1	3
drive road machine..	1	-	-	-	-	-
engineer.....	1	3	-	-	1	1
farmer.....	1	3	-	1	1	-
father.....	-	-	-	1	-	-
fireman.....	5	3	-	-	1	1
gas station manager.	1	-	-	1	-	-
hunter.....	1	-	-	-	-	-
mechanic.....	1	-	1	-	-	-
pilot.....	1	1	2	3	3	-
policeman.....	2	4	1	-	2	4
priest.....	-	-	-	1	-	-
run guided missle...	1	-	-	-	-	-
sailor.....	1	-	-	-	-	-
salesman.....	-	1	-	-	-	-
scientist.....	-	-	1	-	2	1
shoe shop worker....	-	-	-	1	-	-
Texas Ranger.....	-	-	-	-	-	1
tile maker.....	-	-	1	-	-	-
truck driver.....	-	1	1	-	-	-
train engineer.....	-	-	1	-	-	-
zoo keeper.....	-	1	-	-	-	-

TABLE 2

EXPRESSED JOB PREFERENCES OF GIRLS
IN GRADES I, II, III

Job Preference	Grade I		Grade II		Grade III	
	First Choice	Second Choice	First Choice	Second Choice	First Choice	Second Choice
artist.....	-	-	-	-	-	1
calendar maker.....	-	-	-	1	-	-
cook in army.....	-	1	-	-	-	-
cowgirl.....	1	-	-	-	-	-
dancer.....	-	-	-	1	-	-
farmer's wife.....	-	-	-	1	-	-
hat shop worker.....	-	-	1	-	-	-
house wife.....	-	-	1	-	-	-
jewelry maker.....	-	-	-	1	-	-
mother.....	1	4	-	2	1	-
nurse.....	6	2	7	2	6	2
saleswoman.....	1	-	-	-	-	-
secretary.....	1	1	-	-	6	2
stewardess.....	1	-	-	-	-	-
store keeper.....	-	-	-	2	-	-
sweater knitter.....	-	-	-	1	-	-
teacher.....	2	3	2	-	2	9
teacher (substitute)	-	1	-	-	-	-
Wac.....	-	-	-	-	-	1

TABLE 3

EXPRESSED JOB PREFERENCES OF BOYS
IN GRADES IV, V, VI

Job Preference	Grade IV		Grade V		Grade VI	
	First Choice	Second Choice	First Choice	Second Choice	First Choice	Second Choice
accountant	-	-	1	-	-	-
airforce	-	-	2	1	-	-
airplane worker	-	-	-	1	-	-
archeologist	-	-	-	-	1	1
army	1	-	-	-	-	1
artist	-	1	-	-	-	1
auto mechanic	1	-	-	-	-	-
baseball player	1	-	1	1	-	1
basketball player	-	-	-	-	-	1
bull doze driver	1	-	-	-	-	-
cabinet maker	-	-	-	1	-	-
carpenter	1	-	2	3	3	4
chemist	-	-	-	-	1	-
clown in circus	-	-	1	-	-	-
construction man	-	-	-	1	-	-
craftsman	-	-	1	-	-	-
dentist	1	-	-	-	-	-
desk work	-	-	1	-	-	-
detective	-	1	-	-	-	-
doctor	3	1	1	1	1	5
Draper's foreman	-	1	-	-	-	-
electrician	-	2	1	-	-	-
engineer	2	1	-	-	-	-
explorer	-	2	-	-	-	-
farmer	3	1	-	1	3	-
father	-	-	-	-	-	1
fireman	1	2	-	2	-	-
fire ranger	-	-	1	-	-	-
football player	-	-	1	-	3	1
geologist	1	-	-	-	-	-
gym teacher	-	-	-	-	-	1
hat blocker	-	-	1	-	-	-
hat maker	-	-	-	-	1	-
horse raiser	-	-	1	-	-	-
insurance	-	1	-	-	-	-

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TABLE 3--Concluded

Job Preference	Grade IV		Grade V		Grade VI	
	First Choice	Second Choice	First Choice	Second Choice	First Choice	Second Choice
Lamsons (construction)	-	-	1	-	1	-
lumber jack.....	-	-	-	1	-	-
machinest.....	-	-	1	-	1	-
marine.....	1	-	-	1	-	-
mechanic.....	1	1	2	-	2	-
mechanical engineer.	-	-	1	-	1	-
milk man.....	-	-	1	-	-	-
National Guard.....	-	1	-	-	-	-
Navy.....	-	1	-	-	-	-
newspaper worker....	-	-	-	-	1	-
painter.....	-	-	-	-	1	-
pilot.....	5	5	-	2	2	2
policeman.....	3	2	-	3	-	-
poet.....	-	-	-	-	1	-
press operator.....	-	-	1	-	-	-
priest.....	1	-	-	-	1	-
radio and T.V.....	2	1	-	-	-	-
rocket pilot (first to moon).	-	-	-	1	-	-
sailor.....	-	-	1	-	-	-
salesman.....	-	1	-	-	-	-
scientist.....	3	1	2	2	3	1
service station owner	-	-	-	1	-	-
singer.....	-	2	-	-	-	-
State Policeman.....	-	-	-	-	-	1
stock car builder...	1	-	-	-	-	-
store keeper.....	-	-	1	1	-	-
swimmer.....	-	-	-	1	-	-
teacher.....	-	-	-	-	-	1
train engineer.....	-	2	1	-	-	-
truck driver.....	-	1	-	1	-	-
T.V. repair man.....	-	-	-	1	-	-
Undertaker.....	-	-	-	-	-	1
Veterinarian.....	-	1	-	1	-	-
waiter in drug store	-	-	-	1	-	-
welder.....	-	-	1	-	-	-
West Point Cadet....	-	-	-	1	-	-

TABLE 4

EXPRESSED JOB PREFERENCES OF GIRLS
IN GRADES IV, V, VI

Job Preference	Grade IV		Grade V		Grade VI	
	First Choice	Second Choice	First Choice	Second Choice	First Choice	Second Choice
acrobat	1	-	-	-	-	-
airline stewardess	1	2	3	4	3	5
animal doctor	-	-	-	-	2	-
art teacher	-	-	-	2	1	-
artist	-	-	-	-	-	2
baby nurse	2	1	-	-	-	1
child's nurse	-	1	-	-	-	-
clerk in a store	-	1	-	-	-	1
dancer	-	-	-	1	-	-
designer	-	-	-	1	-	-
doctor	-	-	1	1	-	-
dress maker	-	-	-	1	-	-
farmer	1	-	-	-	-	-
hair dresser	-	-	2	-	1	-
hat trimmer	1	-	-	-	-	-
home economics teacher	-	-	-	-	1	-
horse trainer	1	-	-	-	-	-
hostess	-	2	-	-	-	-
housewife	2	4	-	2	3	1
maid	1	-	-	-	-	-
missionary	-	-	-	-	-	1
model	-	-	-	-	1	-
mother	-	1	-	-	-	-
movie star	-	-	-	1	-	-
nun	1	-	-	-	-	-
nurse	4	7	7	6	10	9
organist	-	-	-	1	-	-
piano player	-	-	1	-	-	-
piano teacher	-	-	1	-	-	-
scientist	2	1	-	-	-	2
secretary	1	3	4	3	6	2
teacher	6	3	11	7	7	9
telephone operator	-	1	-	-	-	-
waitress	-	-	-	-	-	1
writing teacher	-	-	1	-	-	-

Appendix B

Boys' Master Charts

TABLE 1

GRADE IV-O'H BOYS' MASTER CHART

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
1B	scientist	explorer ✓	watchman	H.W.	114	art active play	90 90	121,123,125, 127 ✓
2B	scientist ✓	foreman * Worcester Gas	foreman * Worcester Gas	H.W.	113	social st. science	70 50	✓ 72,103,108, 286
3B	farmer	electrician *	electrician *	hat shop	104	manual arts science	99 99	42,108,123, 128
4B	geologist ✓ □	scientist	owner-hat shop	H.W.	90 □	science manual arts	80 40	105,121,161, 288 ←
5B	carpenter	artist	carpenter	H.W.	90	manual arts active play	35 30	105,108,127, 128
6B	priest □	policeman	Bay State Abrasive Co.	H.W.	94 □	home arts music	70 70	61,85,104, 128
7B	polo player	salesman *	salesman *	H.W.	96	art home arts	95 95	108,113,120, 122
8B	engineer □	policeman ✓	service station manager	H.W.	91 □	home arts active play	60 50	104,105,108, 133 ✓
9B	pilot	train engineer	battery maker	coat maker	107	music social st.	90 30	105,127,124, 130

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TABLE 1--Concluded

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile	Favorite Activities
	First Choice	Second Choice	Father	Mother			
10B	pilot □	detective	Bay State Abrasive Co.	tel.operator	84□	art 60 music 60	104,143,157, 287
11B						science 99 soc.studies 55	288,289,290, 294
12B	pilot	train engineer	bottle gas service	H.W.	102	quiet play 93 manual arts 90	39,104,106, 108
13B	scientist ✓	explorer	salesman	H.W.	111	manual arts 99 home arts 99	179,147,134, 247 ✓
14B	army	navy	welder	H.W.	114	quiet play 50 manual arts 50	104,115,118, 128
15B	policeman	fireman	service station manager	H.W.	101	active play 99 music 95	128,213,243, 276
16B	policeman	National Guard	Norton's	H.W.	97	music 90 active play 60	39,41,105, 108
17B	farmer	singer	Wyman Gordon's	hat shop	110	soc.studies 99 active play 99	105,108,115, 116

[1]See explanation of symbols on p. 22.

TABLE 2

GRADE IV-V BOYS' MASTER CHART

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile	Favorite Activities
	First Choice	Second Choice	Father	Mother			
1B	farmer	pilot	Bay State Abrasive Co.	H.W.			
2B	pilot	engineer	Draper Corp.	H.W.	100	active play 99 science 99	44,115,174, 60
3B	truck driver	engineer□	public works	mental hospital worker	97□	science 99 manual arts 60	104,105,108, 116
4B	stock car builder	auto mechanic	brick-layer	H.W.	105	active play 80 art 80	108,115,116, 123
5B	auto ✓ mechanic	fireman	tannery worker	H.W.	72	soc.studies 80 music 70	84,119,247, 286✓
6B	radio T.V. man	doctor	attendant Westboro	nurse	101	science 99 art 95	74,83,104, 290
7B	marine	veterinarian□	.....	H.W.	96□	soc.studies 99 active play 99	105,107,115, 127
8B	✓ policeman	pilot□	grinder	H.W.	91□	active play 99 manual arts 99	✓ 62,84,174, 198
9B	radio T.V.	✓ pilot□	Bay State Abrasive Co.	H.W.	93□	manual arts 90 science 90	✓ 70,286

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TABLE 2--Concluded

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile	Favorite Activities
	First Choice	Second Choice	Father	Mother			
10B	doctor	insurance	railroad	"works"	102	active play 80 home arts 80	104,108,189, 262
11B	pilot □	pilot	General Motors	H.W.	88 □	soc.studies 80 science 50	32,60,92,94
12B	doctor	veterinarian	painter	H.W.	101	soc.studies 90 active play 70	104,116,121, 123
13B	fireman	radio and T.V.	salesman	H.W.	107	science 99 art 90	233,260,266, 290
14B	dentist □	pilot	Draper Corp.	cafe-teria	81 □	music 80 home arts 70	229,237,267
15B	Bay State* □ Abrasive Co.	truck driver	Bay State* Abrasive Co.	H.W.	66 □	active play 99 science 99	107,115,127, 150
16B	fireman	Draper Corp.*	Draper Corp.*	tel.op-erator	107	science 70 soc.studies 50	2,8,115,197
17B	engineer □	farmer	Draper Corp.	H.W.	91 □	home arts 60 active play 50	25,105,187, 190
18B	doctor	insurance man	insurance man	H.W.	104	science 90 manual arts 80	104,108,189, 263

TABLE 3

GRADE V-WI BOYS' MASTER CHART

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
1B	carpenter	policeman *	special police *	sews hats	98	art music	80 75	104,115,116,121
2B	baseball player	T.V. Repairs *	T.V. Repairs *	office work	123	active play	80	104,116,121,123
3B	carpenter	swimmer ✓	excavator	H.W.	92	art science	70 65	58,59,108 ✓, 228
4B	airforce □	marine	barber	H.W.	74 □	soc.studies quiet play	85 85	104,116,123,127
5B	mechanical engineer □	scientist ✓ □	tool maker	teacher	94 □	science art	99 97	244 ✓,253 ✓,254 ✓, 255 ✓
6B	store-keeper	fireman	tannery worker	H.W.	81	home arts quiet play	85 80	104,105,123,128
7B	sailor	policeman	.....	H.W.	95	active play soc.studies	90 85	104,105,114,115
8B	football ✓ player	baseball ✓ player	credit manager	H.W.	102	soc.studies active play	99 99	104 ✓,116,121 ✓, 143
9B	clown in circus	lumber jack	knife maker	book-keeper	104	active play music	90 65	13,39,105,108

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TABLE 3--Concluded

Child's Number	Job Preferences		Occupations		I.Q.	Profile	Percentile	Favorite Activities
	First Choice	Second Choice	Father	Mother				
10B	hat blocker*	farmer	hat blocker*	H.W.	90	home arts manual arts	93 90	105,138,139,136
11B	raise horses	airforce	engineer	H.W.	116	active play quiet play	80 75	104,128,130,191
12B						science music	99 97	104,121,125,123
13B	desk work*	policeman	desk work*	H.W.	104	quiet play	70	106,143,161,188
14B	mechanic*	truck driver	mechanic*	H.W.	83	soc.studies quiet play	85 85	115,119,124,128
15B	scientist	pilot of first rocket to moon	welder	H.W.	121	science art	99 97	18,21,25,32
16B	doctor	construction worker	kiln worker	H.W.	111	music home arts	70 60	93,96,103

TABLE 4

GRADE V-WO BOYS' MASTER CHART

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
1B	mechanic *	waiter in store	mechanic foreign motors *	H.W.	116	music soc.studies	50 50	33,39,59,60
2B	milkman	own service station	milkman	H.W.	92	art quiet play	70 50	59,66,85,99
3B	craftsman	cabinet maker	draftsman	H.W.	112	manual arts home arts	45 35	105,108,115,161
4B	accountant □	store clerk	unemployed	H.W.	65 □	home arts music	85 70	39,59,114,292
5B	machinist □	plane worker		H.W.	69 □			
6B	(left school)							
7B	work for Lamson's *	doctor	Lamson Construction *	H.W.	113	music quiet play	85 70	13,124,127,185
8B	maintenance *	pilot □	maintenance *	teacher	95 □	science manual arts	99 90	13,121,123,108
9B	fire ranger	veterinarian ✓	mechanical engineer	teacher	103	active play soc.studies	90 90	59,70,105,246 ✓

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TABLE 4--Concluded

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
10B	electrician	carpenter	newspaper editor	H.W.	86	soc.studies music	47 40	20,48,59,70
11B	scientist □	West Point ✓ □	Bay State	H.W.	99 □	music science	55 55	15,59,66,87 ✓
12B	welder *	carpenter ✓	welder *	H.W.	106	active play manual arts	99 99	18,105,185, ✓ 190
13B	press operator *	fireman	press operator *	H.W.	105	music quiet play	50 50	44,60,128, 143
14B	train engineer	pilot	plumber	H.W.	108	quiet play science	95 99	13,15,25,66

TABLE 5

GRADE VI-D BOYS' MASTER CHART

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
1B	hat maker *	army private	hat maker *	serves food	99	music quiet play	60 50	1,105,114, 121
2B	football player ✓	gym teacher	loom worker	H.W.	115 O	soc.studies science	99 99	104,105,121 ✓, 133
3B	scientist □	doctor □	press operator	H.W.	98 □	quiet play art	95 90	123,133,179, 185
4B	archaeologist	doctor	production manager	H.W.	112	art active play	95 95	104,105,121, 133
5B	farmer	carpenter	stock clerk	H.W.	82	science soc.studies	99 70	105,115,124, 127
6B	scientist	artist	watchman	H.W.	109	art soc.studies	99 99	104,105,121, 123
7B						art manual arts	99 99	104,105,127, 128
8B	scientist	doctor	car dealer	sells clothes	103	soc.studies active play	99 99	104,105,121, 123
9B						art active play	95 95	87,105,161, 268

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TABLE 5--Concluded

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile	Favorite Activities
	First Choice	Second Choice	Father	Mother			
10B	mechanic *	state police	mechanic *	hat worker	101	active play 80 science 70	104,105,121, 108
11B	football player ✓	teacher	foreman	H.W.	105	music 95 active play 90	104,115,121, 123 ✓
12B	farmer	poet ✓	mechanic	hat worker	119 o	music 95 quiet play 95	15,36,39, 154,173 ✓
13B	doctor	undertaker	mechanic	H.W.	109	active play 95 quiet play 90	59,104,108, 128

TABLE 6

GRADE VI-F BOYS' MASTER CHART

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
1B	machinist ✓*	carpenter	machinist *	H.W.	97	music manual arts	85 80	✓ 260,261,267, 268
2B	priest	pilot	screw maker	H.W.	o 117	active play science	97 95	104,121,123
3B	mechanic *	scientist	mechanic *	H.W.	105	art active play	60 60	105,128,288, 268
4B	carpenter	doctor	foreman Draper Corp.	waitress	105	quiet play soc.studies	85 80	87,134,143, 172
5B	pilot ✓□	.....	welder	waitress	75□	quiet play soc.studies	93 90	39,47,115, 184✓
6B	football player ✓	baseball player ✓	Volks salesman	drug-store clerk	92	music manual arts	70 30	✓ ✓ 121,123,104, 105
7B	carpenter *✓	doctor□	carpenter *	H.W.	96□	art active play	70 70	146,147,161, 186✓
8B	mechanical engineer ✓	carpenter *	carpenter *	nurse	o 118	music active play	70 10	104,121,123, 286✓
9B	carpenter ✓*	.....	carpenter *	post office	o 115	music quiet play	65 35	✓ 2,115,123, 172

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TABLE 6--Concluded

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
10B	farmer*	pilot	farmer*	ironing demonstrator	124	home arts music	15 10	93,158,209, 260
11B	pro-basket ball player✓	archeologist	factory worker	"works"	102	active play quiet play	20 20	13,104,108, 123✓
12B	painter	carpenter	Draper Corp.	H.W.	101	soc.studies music	99 95	105,115,128, 133
13B	newspaper worker	pro-football player✓	foreman	hat shop	124	active play quiet play	70 70	33,104,121✓, 165
14B	chemist□	father	hat shop	H.W.	98□	home arts science	30 30	105,116,128, 123
15B	pilot□	.....	hat shop	hat shop	91□	music manual arts	50 45	18,213,215, 278

Appendix C

Girls' Master Charts

TABLE 1

GRADE IV-O'H GIRLS' MASTER CHART

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
1G	horse trainer	housewife	car salesman	hat shop	105			
2G	nurse	housewife ✓	carpenter	hat shop	107	music quiet play	70 70	122,130,229 ✓
3G	nurse	secretary	Bay State Abrasive Co.	silver counselor	102	science quiet play	99 97	15,128,207, 212
4G	housewife ✓ *	child's nurse	truck driver	H.W. *	98	quiet play music	70 60	59,122,128, 180 ✓
5G	teacher	nurse	coal man	H.W.	111	quiet play music	80 50	46,59,108, 134
6G						quiet play science	75 75	59,108,131, 143
7G	teacher □	nurse □	maintenance man	cooks part time	97 □	quiet play music	50 45	48,129,215, 229
8G	nurse	teacher	Bay State Abrasive Co.	hat shop	103	home arts manual arts	75 65	59,108,120, 128
9G	maid	housewife ✓ *	Oil Co.	H.W. *	102	active play manual arts	90 85	113,116,122, 180 ✓

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TABLE 1--Concluded

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
10G	secretary	housewife *	dairy owner	H.W. *	112	active play home arts	60 55	42,59,134, 143
11G	teacher □	✓ * nurse □	farmer	nurse *	97□	quiet play music	65 60	168,215,229, 230 ✓
12G	artist	teacher	garage man	H.W.	110	art soc.studies	80 80	15,61,83,86
13G	teacher	nurse *	carpenter	nurse *	○ 123	home arts soc.studies	99 80	78,108,143, 215
14G	scientist	nurse	engineer	H.W.	107	quiet play music	80 70	46,51,120, 128
15G	teacher	mother *	model maker	H.W. *	109	music soc.studies	80 80	59,120,128 169

[1]

[1]See explanation of symbols on p. 22.

TABLE 2

GRADE IV-V GIRLS' MASTER CHART

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
1G					112	art science	90 70	8,12,13,25
2G	nun □	nurse □	hat shop	hat shop	99 □	quiet play music	95 80	146,157,196, 214
3G	airline □ hostess	secretary □	welder	wait-ress	84 □	active play quiet play	70 60	1,73,143,202
4G	farmer	stewardess □	Draper Corp.	H.W.	87 □	art quiet play	70 60	29,220,229, 230
5G	nurse	stewardess	boss at John-son Steel	H.W.	102	science music	99 95	176,225,270, 283
6G	baby nurse	teacher	Whiten Machine Co.	hat shop	111	quiet play manual arts	80 80	19,104,108, 143
7G	scientist	baby nurse	mechanic	H.W.	108	art home arts	50 40	31,39,108, 143
8G	acrobat	nurse	Wyman Gordon Co.	H.W.	109	quiet play manual arts	99 99	134,143,221, 222
9G	teacher	secretary ✓	salesman	wait-ress	120	music art	95 80	44,134,143, 151 ✓

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TABLE 2--Concluded

Child's Number	Job Preferences		Occupations		I.Q.	Profile	Percentile	Favorite Activities
	First Choice	Second Choice	Father	Mother				
10G	telephone operator	hostess	Draper Corp.	hat shop	96	manual arts art	90 80	122,203,215, 230
11G	housewife*	hostess	Draper Corp.	H.W.*	115	home arts art	70 60	43,49,55,66
12G	baby nurse	scientist	Draper Corp.	H.W.	112	quiet play science	80 80	115,128,134, 143
13G	hat trimmer	drug store clerk	Whiten Machine Co.	H.W.				

TABLE 3

GRADE V-WI GIRLS' MASTER CHART

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
1G	art teacher ✓	T.V. star	carpenter	nurse	118	art science	85 75	46,51,143,190 ✓
2G	teacher *	nurse	teacher *	art teacher *	119	manual arts active play	85 65	104,115,116, 121
3G	secretary	teacher	puts roofs on cars	H.W.	107	quiet play science	90 85	1,25,226,228
4G	secretary	dress-maker	machinist	H.W.	97	art quiet play	97 95	108,122,128, 150
5G	piano player ✓	movie star	master plumber	H.W.	108	music active play	25 10	17,31 ✓,42,52
6G	airline stewardess	art teacher ✓*	Worc.Electric supervisor	subst. teacher *	118	art science	99 85	12,24,190,194 ✓ ✓ ✓ ✓
7G	teacher	secretary	machinist	nurse	102	art soc.studies	85 85	2,5,10,15
8G	secretary	stewardess	chemist	nurse	99	art music	99 99	120,122,128, 143
9G	writing teacher	housewife ✓*	machinist	H.W. *	121	science soc.studies	99 97	58,120,143,222 ✓

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TABLE 3--Concluded

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
10G	secretary	airline hostess	hat blocker	hat shop	96	art quiet play	97 93	127,134,139, 143
11G	teacher	designer	carpenter	H.W.	86	art quiet play	85 85	86,127,143, 204
12G	nurse	airline hostess	elevator operator	hat trimmer	118	soc.studies science	99 99	45,104,124, 229
13G	teacher	nurse	insurance agent	H.W.	90	quiet play science	99 85	2
14G	hairdresser	teacher	factory worker	H.W.	103	quiet play art	90 65	10,48,49,76

TABLE 4

GRADE V-WO GIRLS' MASTER CHART

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
1G	hairdresser	nurse	paper mill worker	shoe worker	101	music home arts	90 75	108,128,143, 172
2G	doctor	dancer	tank builder	H.W.	100	active play soc.studies	75 60	
3G	nurse□	teacher□	owner of paint company	H.W.	92□	science active play	65 50	108,115,120, 134
4G	nurse	nurse	machinist tree warden	H.W.	105	music home arts	99 99	29,39,40,127
5G	nurse□	teacher□	a boss	H.W.	97□	manual arts quiet play	50 38	58,99,123,128
6G	nurse	teacher	Draper Corp.	H.W.	104	active play home arts	95 75	13,59,127,128
7G	teacher	nurse	Bay State Abrasive Co.	H.W.	121	home arts music	80 70	120,127,148, 229
8G								
9G	teacher ✓	housewife ✓	.....	makes crates	104	music active play	50 40	57,104,117, 230 ✓

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TABLE 4--Concluded

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
10G	teacher	secretary	salesman	H.W.	116	home arts active play	65 50	13,59,108,222
11G	nurse	doctor	garage owner	H.W.	115	soc.studies science	83 80	110,128,143,148
12G	nurse	teacher	iron worker	H.W.	106	home arts manual arts	70 60	2,127
13G	teacher	nurse	garage attendant	H.W.	93	art music	82 55	4,59,122,143
14G	airline hostess	secretary	garage man	H.W.	103	manual arts home arts	99 99	29,108,127,143
15G	airline hostess	housewife	lab. worker Bay State	office Bay State	110	home arts science	55 52	21,13,58,230
16G	teacher	teacher	greenhouse owner	H.W.	117	quiet play music	55 52	42,108,128,130

TABLE 5

GRADE VI-D GIRLS' MASTER CHART

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
1G	secretary	baby nurse *	woodworker	nurse *	116 ○	music art	99 70	29,31,128,148
2G	secretary	teacher	T.V. repairs	time-keeper	104	everything	99	44,104,108, 143
3G	nurse	teacher	bus driver	H.W.	105	music quiet play	99 99	66,88,108,143
4G	teacher	artist ✓	construction worker	H.W.	107	art science	80 80	34,59,143,203 ✓
5G	teacher	secretary *	mechanic	stenog-rapher *	115 ○	science music	80 70	34,39,203,229
6G	housewife ✓*	airline stewardess	oilman	H.W. *	115 ○	home arts music	40 40	59,108,128, 230 ✓
7G	mother ✓	nurse *	bottles beer	nurse *	104	soc.studies quiet play	90 90	33,59,143,230 ✓
8G	nurse □	airline stewardess □	hat maker	H.W.	86 □	manual arts science	90 90	26,115,172, 199
9G	nurse □	store clerk	hat maker	H.W.	94 □	music soc.studies	80 80	104,108,127, 134

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TABLE 5--Concluded

Child's Number	Job Preferences		Occupations		I.Q.	Profile	Percentile	Favorite Activities
	First Choice	Second Choice	Father	Mother				
10G	secretary	nurse	molder	H.W.	114	music active play	90 80	52,134,143,229
11G	teacher	housewife	boss	hat worker	113	art music	95 95	108,113,127, 128
12G	secretary	nurse	foreman	coil finisher	115	quiet play art	95 90	31,35,107,204
13G	housewife	teacher	policeman	payroll worker	105	quiet play art	90 80	108,122,123, 143
14G	secretary	waitress	machinist	hat shop	103	home arts music	60 40	39,108,122,128
15G	housewife	airline stewardess	assistant foreman	hat shop	111	home arts active play	80 60	59,104,108,143
16G	teacher	piano teacher	tool maker	paper winder	121	home arts quiet play	90 80	34,59,122,143
17G	nurse□	teacher□	junks cars	cashier	99□	manual arts active play	95 90	46,84,114,122
18G	nurse	artist	loom worker	H.W.	111	soc.studies manual arts	70 70	127,134,143, 172
19G	nurse	missionary	don't know	H.W.	120	soc.studies art	80 50	13,108,167,214

TABLE 6

GRADE VI-F GIRLS' MASTER CHART

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
1G	hair dresser	teacher	gas station attendant	hat shop	100	quiet play music	90 70	31,34,58,143
2G	✓* art teacher		*english teacher	* art teacher	O 128	art quiet play	80 70	✓ ✓ 2,18,104,132
3G	nurse □	teacher □	bus driver	H.W.	99□	art music	65 55	29,34,36,214
4G	nurse	secretary	engineer Draper Corp.	H.W.	114	art soc.studies	40 35	13,128,172,242
5G	stewardess	nurse	mechanic	hat shop	109	home arts music	93 70	13,108,128,143
6G	✓ teacher	nurse	jeweler	H.W.	103	art music	90 70	✓ 66,85,119,128
7G	model	stewardess	quarry worker	H.W.	101	active play music	95 70	29,39,46,143
8G	care for animals	scientist	makes crosses	sends crosses	O 115	active play art	99 93	.....
9G	teacher	nurse*	.....	* nurse	O 118	quiet play music	80 70	21,46,52,61

(concluded on next page)

TABLE 6--Concluded

Child's Number	Job Preferences		Occupations		I.Q.	Profile Percentile		Favorite Activities
	First Choice	Second Choice	Father	Mother				
10G	nurse □	teacher □	machinist	H.W.	98 □	art music	95 80	87,108,143,208
11G	animal doctor	scientist	salesman	H.W.	○ 116	active play manual arts	90 90	2,47,128,134
12G	stewardess	nurse	salesman	H.W.	103	music soc.studies	80 60	104,107,108, 128
13G	secretary	nurse	mechanic	H.W.	101	home arts manual arts	80 70	8,39,127,134
14G	✓ ✱ home economics teacher	stewardess	foundry worker	✱ runs nursery	○ 121	art manual arts	40 15	✓ ✓ 29,128,154,214, 215✓
15G	teacher	nurse	grocery manager	grocery clerk	105	art music	95 90	10,36,31,53
16G	nurse	teacher	loom builder	H.W.	112	quiet play music	95 90	29,154,254,287
17G	stewardess	✱ teacher	carpenter	✱ teacher	○ 117	art manual arts	70 60	29,49,143,59

Appendix D

Summary Tables

TABLE 1

A COMPILATION OF INFORMATION OBTAINED FROM VOCATIONAL QUESTIONAIRES AND INTEREST INVENTORIES IN GRADE IV THROUGH GRADE VI

	Boys			Girls		
	Grade IV 35 boys	Grade V 30 boys	Grade VI 28 boys	Grade IV 28 girls	Grade V 30 girls	Grade VI 36 girls
Number of different job preferences chosen	34	41	26	18	16	16
Number and percent of choices corresponding with parent's occupation	7 20%	10 33%	8 29%	7 25%	3 10%	8 22%
Number and percent of vocational choices judged to be unrealistic	10 29%	6 20%	5 18%	5 18%	6 20%	5 14%
Number and percent of vocational choices by children with I.Q.s above 115	-	4 13%	7 25%	3 11%	9 30%	12 33%
Number and percent of choices judged to be related to favorite activities	8 23%	6 20%	11 39%	6 21%	5 17%	6 17%

TABLE 2

A COMPARISON OF THE PROFESSIONAL OR SKILLED VOCATIONAL CHOICES OF BOYS AND THE OCCUPATIONS OF THEIR FATHERS

Grade and Number in Grade	First Job Choice of Boys				Occupations Of Fathers	
	Professional		Skilled		Professional	Skilled
	Number Choosing	Percent Choosing	Number Choosing	Percent Choosing	Number	Number
Grade IV 35 boys	11	31	24	69	1	32
Grade V 30 boys	4	13	22	73	2	21
Grade VI 28 boys	7	25	18	64	-	26

TABLE 3

A COMPARISON OF THE PROFESSIONAL OR SKILLED VOCATIONAL CHOICES OF GIRLS AND THE OCCUPATIONS OF THEIR MOTHERS

Grade and Number in Grade	First Job Choice of Girls				Occupations Of Mothers		
	Professional		Skilled		Professional		Skilled
	Number Choosing	Percent Choosing	Number Choosing	Percent Choosing	Number	Percent	Number
Grade IV 28 girls	15	54	9	32	2	08	10
Grade V 30 girls	19	63	10	33	5	16	4
Grade VI 36 girls	20	56	12	33	6	17	13

TABLE 4

THE RELATIONSHIP BETWEEN LOW I.Q., VOCATIONAL CHOICES, PARENTS' OCCUPATIONS, AND FAVORITE ACTIVITIES

Boys					Girls			
Grade	Child's Number	Vocational Choices		I.Q.	Child's Number	Vocational Choices		I.Q.
		First	Second			First	Second	
IV	4B	geologist ✓	scientist	90	7G	teacher	nurse	97
	6B	priest	policeman	94	11G	teacher	nurse ✓*	97
	8B	engineer	policeman	91				
	10B	pilot	detective	84				
	8B	policeman ✓	jet pilot	91	2G	nun	nurse	99
	9B	radio T.V.	pilot ✓	93	3G	airplane hostess	secretary	84
	11B	pilot	pilot	88	4G	farmer	stewardess	87
	14B	dentist	pilot	81				
	15B	Bay State *	truck driver	66				
	17B	engineer	farmer	91				
V	4B	airforce	marines	74	10G	secretary	airline hostess	96
	5B	mechanical engineer	scientist ✓	94	11G	teacher	designer	86
					13G	teacher	nurse	90
	4B	accountant	store clerk	65	3G	nurse	teacher	92
	5B	machinist		69	5G	nurse	teacher	97
	8B	maintenance *	pilot	95	13G	teacher	nurse	93

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TABLE 4--Concluded

Boys					Girls			
Grade	Child's Number	Vocational Choices		I.Q.	Child's Number	Vocational Choices		I.Q.
		First	Second			First	Second	
	11B	scientist	West Point ✓	99				
VI	3B	scientist	doctor	98	8G	nurse	airline hostess	86
					9G	nurse	store clerk	94
					17G	nurse	teacher	99
	5B	pilot ✓	.....	75	3G	nurse	teacher	99
	7B	carpenter ✓*	doctor	96	10G	nurse	teacher	98
	14B	chemist	father	98				
	15B	pilot	.....	91				

TABLE 5

THE RELATIONSHIP BETWEEN HIGH I.Q., VOCATIONAL CHOICES, PARENTS' OCCUPATIONS, AND FAVORITE ACTIVITIES

Boys					Girls			
Grade	Child's Number	Vocational Choices		I.Q.	Child's Number	Vocational Choices		I.Q.
		First	Second			First	Second	
IV					13G	teacher	nurse*	123
					9G	teacher	secretary ✓	120
					11G	housewife*	hostess	115
V	2B	baseball	T.V. repairs*	123	1G	art teacher ✓	T.V. star	118
	11B	raise horses	airforce	116	2G	teacher*	nurse	119
	15B	scientist	pilot of 1st rocket to moon	121	6G	airline hostess	art teacher* ✓	118
					9G	writing teacher	housewife* ✓	121
					12G	nurse	airline hostess	118
	1B	mechanic*	waiter in store	116	7G	teacher	nurse	121
					10G	teacher	secretary	116
					11G	nurse	doctor	115
					16G	teacher	teacher	117
VI	2B	football player ✓	gym teacher	115	1G	secretary	baby nurse*	116
	12B	farmer	poet ✓	119	5G	teacher	secretary*	115

(concluded on next page)

TABLE 5--Concluded

Grade	Boys				Girls			
	Child's Number	Vocational Choices		I.Q.	Child's Number	Vocational Choices		I.Q.
		First	Second			First	Second	
VI					6G	housewife ✓*	airline hostess	115
					12G	secretary	nurse	115
					16G	teacher	piano teacher	121
					19G	nurse	mission-ary	120
	2B	priest	pilot	117	2G	art ✓* teacher	.....	128
	8B	mechanical ✓ engineer	carpenter*	118	8G	care for animals	scientist	115
	9B	carpenter ✓*	.....	115	9G	teacher	nurse*	118
	10B	farmer*	pilot	124	11G	animal doctor	scientist	116
	13B	newspaper worker	pro-football ✓ player	124	14G	home economics ✓* teacher	steward-ess	121
					17G	stewardess	teacher*	117

TABLE 6

THE RELATIONSHIP BETWEEN BOYS' JOB PREFERENCES AND THEIR FAVORITE ACTIVITIES

Child's Number and Grade	Job Preferences		Favorite Activities
	First Choice	Second Choice	Statement
Grade IV			
1B		explorer	127. go camping
2B	scientist		72. hear about the first boats made
4B	geologist □		288. find out about kinds of animals that used to live on earth
8B	engineer □	policeman ✓	133. shoot targets with a bow and arrow or BB gun
13B	scientist		247. find out how wild animals get along together etc.
5B	auto mechanic		286. learn about what makes a jet airplane go
8B	policeman □		62. visit a prison to see how it is run
9B		pilot □	286. learn what makes a jet airplane go
Grade V			
3B		swimmer	108. go swimming
5B		scientist □	245. learn about plants... 253. find out how stars shine.. 254. learn about different planets... 255. hear about how sailors used stars...
8B	football player	baseball player	104. play baseball 121. play football

(concluded on next page)

TABLE 6--Concluded

Child's Number and Grade	Job Preferences		Favorite Activities
	First Choice	Second Choice	Statement
9B		veterinarian	246. watch animals teach their young how to find food...
11B		West Point □	87. see a display of the weapons used many years ago...
12B		carpenter*	185. make model airplanes or model boats
Grade VI			
2B	football player O		121. play football
11B	football player		121. play football
12B		poet O	173. write poems
1B	machinist *		260. find out how rockets are built
5B	pilot □		184. fix a motor so that it runs better
6B	football player	baseball player	104. play baseball 121. play football
7B	carpenter ✓*	doctor □	186. build big toys such as wagons and scooters
8B	mechanical engineer	carpenter *O	286. learn about what makes a jet plane go
9B	carpenter *		2. carve things out of wood
11B	pro-basketball		123. play basketball
13B	pro-football O		121. play football

TABLE 7

THE RELATIONSHIP BETWEEN GIRLS' JOB PREFERENCES AND THEIR FAVORITE ACTIVITIES

Child's Number and Grade	Job Preferences		Favorite Activities
	First Choice	Second Choice	Statement
Grade IV			
2G	housewife		229. bake cakes, pies, or cookies
4G	housewife *		180. fix broken furniture
9G		housewife *	180. fix broken furniture
11G		nurse *	230. take care of children
9G		secretary O	151. write letters to your friends and relatives
10G	hostess		230. take care of children
Grade V			
1G	art teacher O	T.V. star	46. dance in a ballet 190. make puppets out of wood and cloth
5G	piano player		31. take singing lessons
6G		art teacher * O	12. make fruit of wax 24. paint designs on cloth 190. make puppets of wood... 194. make artificial flowers...
9G		housewife * O	222. knit, crochet...
9G	teacher		230. take care of children
15G	airline hostess	housewife	230. take care of children

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TABLE 7--Concluded

Child's Number and Grade	Job Preferences		Favorite Activities
	First Choice	Second Choice	Statement
Grade VI			
4G		artist	203. pick out new wallpaper or paint for your room
6G	housewife *°		230. take care of children
7G	mother	nurse *	230. take care of children
2G	art teacher *°		2. carve things out of wood 18. model things with paper, pulp, and glue
6G	teacher		85. learn about different languages
14G	home economics teacher *°		29. design new clothes 214. cut out and sew clothes 215. make candy and ice cream

TABLE 8

A COMPILATION OF HIGHEST PROFILE SCORES
AS REVEALED BY THE INTEREST INVENTORY

Percentiles	Boys			Girls		
	Grade IV Scores	Grade V Scores	Grade VI Scores	Grade IV Scores	Grade V Scores	Grade VI Scores
90-99th	science 9 active play 7 manual arts 5 art 4 music 3 soc. studies 3	science 6 active play 5 manual arts 3 quiet play 2 home arts 2 art 2 soc. studies 2	active play 6 soc. studies 5 art 4 quiet play 4 music 3 science 3	quiet play 3 music 2 manual arts 2 science 2	quiet play 7 home arts 5 science 5 art 5 music 3 soc. studies 2	art 7 music 6 active play 4 manual arts 3 home arts 2 science 2
80-89th	music 2 active play 2 soc. studies 2 home arts 2	soc. studies 3 active play 2 quiet play 2	music 1 soc. studies 1 active play 1 quiet play 1 manual arts 1	quiet play 4 soc. studies 3 art 3 music 2 manual arts 2 science 2	art 3 science 3 soc. studies 2 quiet play 1 manual arts 1	art 3 music 3 soc. studies 2 quiet play 2 home arts 2 science 2

(concluded on next page)

TABLE 8--Concluded

Percentiles	Boys			Girls		
	Grade IV Scores	Grade V Scores	Grade VI Scores	Grade IV Scores	Grade V Scores	Grade VI Scores
70-79th		music 3 quiet play 3 art 2	music 2 active play 2	quiet play 3 music 2 home arts 2 science 2	home arts 2	music 7 art 2 manual arts 2
60-69th			music 2	quiet play 3 music 2		

TABLE 9

SUMMARY OF FAVORITE ACTIVITIES OF BOYS AND GIRLS
IN GRADE IV THROUGH GRADE VI

Grade	Boys' Favorite Activities			
	Baseball	Hunting	Football	Basketball
IV	9	9	3	4
V	8	7	5	5
VI	13	13	11	10
Total	30	29	19	19

Grade	Girls' Favorite Activities			
	Ice Skating	Swimming	Horseback Riding	Dancing Lessons
IV	9	6	5	6
V	10	6	7	3
VI	13	12	10	6
Total	32	24	22	15

Appendix E

Questionaires and Test Materials

Used in the Study

1. Vocational Questionaire for children in Grade I through Grade III.

NAME_____ GRADE_____

What do you want to be when you grow up?

FIRST CHOICE_____

SECOND CHOICE_____

2. Vocational Questionaire for children in Grade IV through Grade VI.

NAME_____ GRADE_____

What do you want to be when you grow up?

FIRST CHOICE_____

SECOND CHOICE_____

What is your father's occupation?_____

What is your mother's occupation?_____

WHAT I LIKE TO DO

An Inventory of Children's Interests

Prepared by

Louis P. Thorpe

Charles E. Meyers

Marcella Ryser Sea

Before you write . . . . .

Wait for your teacher to tell you whether to mark in this booklet or on a separate sheet of paper. If you are to use a separate sheet for your answers, your teacher will tell you where to write your name. If you are to mark in this booklet, fill in the blanks below.

NAME_____ AGE____ BOY____ GIRL____

GRADE_____ SCHOOL_____ TODAY'S DATE_____

_____

_____

Please use number 7-1531 when reordering this booklet.

Published by SCIENCE RESEARCH ASSOCIATES, 57 West Grand Avenue, Chicago 10, Illinois.

DIRECTIONS:

This booklet will help you understand your interests better. It tells about many different things to do. You will probably find some activities that you like very much, and others that you don't like at all.

Read each item in this booklet and decide whether you would like to do what it says.

If you would like to do what the item says, mark the space under YES.

If you would not like what the item says, mark the space under NO.

If you don't care one way or the other—that is, if you neither like nor dislike what the item says, mark the space under the question mark. (?)

If you do not understand a word, ask your teacher to explain it before you mark the item.

Here is an example of how John, a fifth grade boy, marked some of the items:

	NO	?	YES
1. Eat ice cream	☐	☐	☒
2. Play crack-the-whip	☒	☐	☐
3. Walk in the woods	☐	☒	☐
4. Sleep in a tent	☐	☐	☒

Look at number 1. John likes to eat ice cream so he marked the box under YES.

Now look at number 2. Where is John's mark? It is under NO. This means that John would not like to play crack-the-whip.

Now look at number 3. How does John feel about walking in the woods? Since John marked the space under the question mark, we know that he doesn't care very much whether he walks in the woods or not. He neither likes nor dislikes walking in the woods.

Now look at number 4. We see that John would like to sleep in a tent—he marked the space under YES.

You are going to mark the things in this booklet just as John did. Be sure you understand what the item means before you make a mark. Remember, if you would like to do something, mark the space under YES. If you would not like to do it, mark the space under NO. If you do not care one way or the other, mark the space under the question mark.

Be sure to put your mark for each item in the correct row of spaces. You have to be especially careful if you are using a separate answer sheet.

Your teacher will help you if you have any questions. When you are told to go ahead, turn the page and begin to mark your answers.

Would you like to . . .

PART A

		NO	?	YES
1.	Make pictures with crayons	☐	☐	☐
2.	Carve things out of wood	☐	☐	☐
3.	Draw unusual designs	☐	☐	☐
4.	Look at famous paintings	☐	☐	☐
5.	Make designs with pieces of colored felt	☐	☐	☐
6.	Make a picture by brushing paint through a screen	☐	☐	☐
7.	Go to see an art exhibit	☐	☐	☐
8.	Carve things out of soap	☐	☐	☐
9.	Make maps	☐	☐	☐
10.	Make Christmas and birthday cards	☐	☐	☐
11.	Decorate the bulletin board	☐	☐	☐
12.	Make artificial fruit out of wax	☐	☐	☐
13.	Take pictures with a camera	☐	☐	☐
14.	Make a scrapbook of pictures you like	☐	☐	☐
15.	Draw cartoons	☐	☐	☐

		NO	?	YES
16.	Print with carved linoleum or wood blocks	☐	☐	☐
17.	Read about the lives of great artists	☐	☐	☐
18.	Model things with paper pulp and glue (papier maché)	☐	☐	☐
19.	Do finger painting	☐	☐	☐
20.	Read about famous paintings	☐	☐	☐
21.	Make party decorations—such as lanterns and placecards	☐	☐	☐
22.	Trace stencils to make pictures	☐	☐	☐
23.	Design posters	☐	☐	☐
24.	Paint designs on clothing—such as ties, or scarves, or aprons	☐	☐	☐
25.	Model things out of clay	☐	☐	☐
26.	Paint pictures with water colors	☐	☐	☐
27.	Paint designs on dishes and glasses	☐	☐	☐
28.	Mix paints to make different colors	☐	☐	☐
29.	Design new clothes	☐	☐	☐
30.	Make sketches with charcoal	☐	☐	☐

Would you like to . . .

PART B

	NO	?	YES
31. Take singing lessons	☐	☐	☐
32. Go to a concert	☐	☐	☐
33. Play in an orchestra	☐	☐	☐
34. Collect phonograph records	☐	☐	☐
35. Learn new songs	☐	☐	☐
36. Join a music club	☐	☐	☐
37. Listen to opera music	☐	☐	☐
38. Listen to talks on music	☐	☐	☐
39. Play in a band	☐	☐	☐
40. Make up a song or a tune	☐	☐	☐
41. Read about great musicians	☐	☐	☐
42. Sing in a church choir	☐	☐	☐
43. Listen to the music of other countries	☐	☐	☐
44. Listen to organ music	☐	☐	☐
45. Sing while you're working or playing	☐	☐	☐

	NO	?	YES
46. Dance in a ballet	☐	☐	☐
47. Play an instrument in a musical program	☐	☐	☐
48. Listen to symphony music on the radio or TV	☐	☐	☐
49. Listen to popular music on the radio	☐	☐	☐
50. Listen to someone else play a musical instrument	☐	☐	☐
51. See a ballet	☐	☐	☐
52. Have a singing part in a music program	☐	☐	☐
53. See movies about singers and musicians	☐	☐	☐
54. Recite a poem with a group	☐	☐	☐
55. Go to an opera	☐	☐	☐
56. Collect autographs of musicians and singers	☐	☐	☐
57. Play a homemade instrument—such as a comb wrapped in tissue	☐	☐	☐
58. Learn how to play a musical instrument	☐	☐	☐
59. Take dancing lessons	☐	☐	☐
60. Listen to a military band	☐	☐	☐

Go right on to the next page.

Would you like to . . .

PART C

		NO	?	YES
61.	Hear about life in the jungles of Africa and South America	☐	☐	☐
62.	Visit a prison to see how it is run	☐	☐	☐
63.	Learn how the pyramids were built without machinery	☐	☐	☐
64.	Hear a talk on what your city is doing to make it a better place in which to live	☐	☐	☐
65.	Find out how we choose judges for our courts	☐	☐	☐
66.	See the different kinds of money used all over the world	☐	☐	☐
67.	Learn why people have different talents—some are good in art, others are good in arithmetic, and still others in reading	☐	☐	☐
68.	Hear about how our lakes and mountains and plains help to make the United States a rich country	☐	☐	☐
69.	Read the newspaper to see what is happening in other countries	☐	☐	☐
70.	Hear about homes people lived in thousands of years ago	☐	☐	☐
71.	Hear a talk on how your city and state take care of the people who cannot work to earn their own living	☐	☐	☐

		NO	?	YES
72.	Hear about the first boats that were made	☐	☐	☐
73.	Learn how holidays like Labor Day, Independence Day, and Memorial Day got started	☐	☐	☐
74.	Learn about the difference between a king and a president	☐	☐	☐
75.	Hear about all the things we buy from other countries	☐	☐	☐
76.	Listen to news programs on the radio	☐	☐	☐
77.	Hear a talk on what happens to a letter from the time you put it in the mailbox until it is delivered	☐	☐	☐
78.	Learn about the different treaties we have made with other countries	☐	☐	☐
79.	Find out why we have a limit to the number of people who may come from other countries to live in the United States	☐	☐	☐
80.	Learn about the causes of a labor strike	☐	☐	☐
81.	Hear about how people entertained themselves before they had radio, television, and movies	☐	☐	☐
82.	Learn what makes the cost of food change from time to time	☐	☐	☐

Would you like to . . .

101

	NO	?	YES
83. Learn how Alaska and Hawaii became part of the United States	☐	☐	☐
84. Find out what the important people of our country are doing	☐	☐	☐
85. Learn about different languages	☐	☐	☐
86. Learn what can be done to help sick people who do not have any family to take care of them	☐	☐	☐
87. See a display of the weapons used many years ago—before guns and tanks and planes were invented	☐	☐	☐
88. Find out how a person gets a job working for the government	☐	☐	☐
89. Learn why our country prefers to have many companies making the same kind of thing, such as cars, rather than just one company making all of them	☐	☐	☐
90. Find out why some people are almost always happy and others are almost always sad and gloomy	☐	☐	☐
91. Hear about the kind of government the American Indians had before the white people came	☐	☐	☐
92. Learn about how people of all races and religions can get along better	☐	☐	☐

	NO	?	YES
93. Find out what is against the law in some states but not against the law in other states	☐	☐	☐
94. Find out the differences between our city government and our national government	☐	☐	☐
95. Find out how American schools are different from the schools in Europe	☐	☐	☐
96. Find out more about how people in China and India live	☐	☐	☐
97. Learn about our American heroes	☐	☐	☐
98. Find out how our state is different from other states in this country	☐	☐	☐
99. Learn more about what happens to money when you put it in the bank	☐	☐	☐
100. Learn what the United Nations is doing	☐	☐	☐
101. Hear about the way people traveled long distances before we had cars, steamboats, trains, and airplanes	☐	☐	☐
102. Study maps to see which state has the most wheat, cattle, or fruit	☐	☐	☐
103. Find out how people "bought" and "sold" things before there was money	☐	☐	☐

Go right on to the next page.

PART D

Would you like to . . .

		NO	?	YES
104.	Play baseball	☐	☐	☐
105.	Go hunting	☐	☐	☐
106.	Play cowboys, or space men, or cops and robbers	☐	☐	☐
107.	Play tennis	☐	☐	☐
108.	Go swimming	☐	☐	☐
109.	Play tug-of-war	☐	☐	☐
110.	Pitch horseshoes	☐	☐	☐
111.	Play kick-ball or dodge-ball	☐	☐	☐
112.	Play follow-the-leader	☐	☐	☐
113.	Fly a kite	☐	☐	☐
114.	Flip jackknives	☐	☐	☐
115.	Go fishing	☐	☐	☐
116.	Play hockey	☐	☐	☐
117.	Play hopscotch or "sky blue"	☐	☐	☐
118.	Play volleyball	☐	☐	☐

		NO	?	YES
119.	Walk on stilts	☐	☐	☐
120.	Do folk dancing	☐	☐	☐
121.	Play football	☐	☐	☐
122.	Roller skate	☐	☐	☐
123.	Play basketball	☐	☐	☐
124.	Go on hikes	☐	☐	☐
125.	Box or wrestle	☐	☐	☐
126.	Do marching	☐	☐	☐
127.	Go camping	☐	☐	☐
128.	Ride horseback	☐	☐	☐
129.	Do stunts on bars or on a mat	☐	☐	☐
130.	Explore caves	☐	☐	☐
131.	Play ping-pong	☐	☐	☐
132.	Climb trees	☐	☐	☐
133.	Shoot targets with a bow and arrow or a BB gun	☐	☐	☐

Would you like to . . .

	NO	?	YES	102
134. Go bike riding	☐	☐	☐	
135. Build things out of snow	☐	☐	☐	
136. Play tag	☐	☐	☐	
137. Play hide-and-seek	☐	☐	☐	
138. Do relay racing	☐	☐	☐	
139. Go sledding in the snow	☐	☐	☐	
140. Throw rocks or darts at a target	☐	☐	☐	
141. Play catch	☐	☐	☐	
142. Play jumping-rope games	☐	☐	☐	
143. Ice skate	☐	☐	☐	

Your teacher will tell you whether to stop here or go on.

Would you like to . . .

PART E

		NO	?	YES
144.	Collect pictures—such as baseball players, or airplanes	☐	☐	☐
145.	Perform magic tricks	☐	☐	☐
146.	Play table games like "Monopoly"	☐	☐	☐
147.	Read poems	☐	☐	☐
148.	Be in a play or a show	☐	☐	☐
149.	Play checkers	☐	☐	☐
150.	Play jacks or shoot marbles	☐	☐	☐
151.	Write letters to your friends and relatives	☐	☐	☐
152.	Belong to a club	☐	☐	☐
153.	Listen to sports on the radio—or watch sports on TV	☐	☐	☐
154.	Make up stories	☐	☐	☐
155.	Play card games	☐	☐	☐
156.	Play "dress-up"	☐	☐	☐
157.	Play house or play school	☐	☐	☐
158.	Collect stamps or coins	☐	☐	☐

		NO	?	YES
159.	Play guessing games	☐	☐	☐
160.	Play with a yo-yo	☐	☐	☐
161.	Take care of a pet animal	☐	☐	☐
162.	Read stories	☐	☐	☐
163.	Do card tricks	☐	☐	☐
164.	Play cards by yourself	☐	☐	☐
165.	Play with a model train	☐	☐	☐
166.	Work jigsaw puzzles	☐	☐	☐
167.	Build things with an "Erector Set"	☐	☐	☐
168.	Visit your parents' friends	☐	☐	☐
169.	Play with paper dolls	☐	☐	☐
170.	Listen to someone read stories	☐	☐	☐
171.	Listen to stories on the radio—or watch stories on TV	☐	☐	☐
172.	Go to movies	☐	☐	☐
173.	Write poems	☐	☐	☐

Would you like to . . .

		NO	?	YES
	174. Work crossword puzzles	☐	☐	☐
	175. Make a scrapbook	☐	☐	☐
	176. Go to the library	☐	☐	☐
PART F	**177.** Weave baskets out of straw	☐	☐	☐
	178. Make things out of pipe cleaners	☐	☐	☐
	179. Build model trains	☐	☐	☐
	180. Fix broken furniture	☐	☐	☐
	181. Build a soap-box car	☐	☐	☐
	182. Run a printing press	☐	☐	☐
	183. Make fancy house numbers	☐	☐	☐
	184. Fix a motor so that it runs better	☐	☐	☐
	185. Make model airplanes or model boats	☐	☐	☐
	186. Build big toys—such as wagons and scooters	☐	☐	☐
	187. Make book shelves	☐	☐	☐
	188. Make things out of plastic	☐	☐	☐

		NO	?	YES
	189. Build a bird house	☐	☐	☐
	190. Make puppets out of wood and cloth	☐	☐	☐
	191. Grind and polish stones for jewelry	☐	☐	☐
	192. Make lamp shades	☐	☐	☐
	193. Make a piece of jewelry out of metal	☐	☐	☐
	194. Make artificial flowers out of paper and wire	☐	☐	☐
	195. Build scenery for a play	☐	☐	☐
	196. Take apart and fix old clocks	☐	☐	☐
	197. Make leather things—such as wallets or belts	☐	☐	☐
	198. Hammer designs on copper trays or plates	☐	☐	☐
	199. Cut out jigsaw puzzles	☐	☐	☐
	200. Build a radio set	☐	☐	☐
	201. Fix broken toys	☐	☐	☐
	202. Cut out and make things out of tin cans	☐	☐	☐

Would you like to . . .

PART G

		NO	?	YES
203.	Pick out new wallpaper or paint for your room	☐	☐	☐
204.	Help plan meals for the family	☐	☐	☐
205.	Plant and take care of a garden	☐	☐	☐
206.	Wash windows	☐	☐	☐
207.	Polish shoes	☐	☐	☐
208.	Go shopping for groceries	☐	☐	☐
209.	Help put up screens or storm windows	☐	☐	☐
210.	Arrange the furniture in your room in an attractive way	☐	☐	☐
211.	Set the dinner table in an attractive way	☐	☐	☐
212.	Polish silver	☐	☐	☐
213.	Paint walls, or a floor, or furniture	☐	☐	☐
214.	Cut out and sew new clothes	☐	☐	☐
215.	Make candy or ice cream	☐	☐	☐
216.	Clean out a fish bowl or a bird cage	☐	☐	☐
217.	Wash or iron clothes	☐	☐	☐

		NO	?	YES
218.	Wash the car	☐	☐	☐
219.	Help with the house cleaning	☐	☐	☐
220.	Help wash walls or clean wallpaper	☐	☐	☐
221.	Mend clothes or sew on buttons	☐	☐	☐
222.	Knit, crochet, or embroider	☐	☐	☐
223.	Clean the basement, or the attic, or the garage	☐	☐	☐
224.	Buy things for the house	☐	☐	☐
225.	Make hooked rugs	☐	☐	☐
226.	Arrange flowers in a vase	☐	☐	☐
227.	Weave on a loom	☐	☐	☐
228.	Clean cupboards and closets	☐	☐	☐
229.	Bake cakes, pies, or cookies	☐	☐	☐
230.	Take care of children	☐	☐	☐
231.	Cut or rake the lawn	☐	☐	☐
232.	Clean up your desk or chest-of-drawers	☐	☐	☐

Would you like to . . .

104

PART H

		NO	?	YES
233.	Learn how fish take care of their young	☐	☐	☐
234.	See pictures of unusual kinds of fish	☐	☐	☐
235.	Hear a talk on how whales are caught and what is done with them	☐	☐	☐
236.	Watch the kinds of birds that are found in our part of the country	☐	☐	☐
237.	Learn about the different kinds of birds that live in the hot climates of Brazil, Africa, and the Pacific Islands	☐	☐	☐
238.	Watch young birds learn to fly	☐	☐	☐
239.	Learn how homing pigeons are trained to find their way back after they have been taken hundreds of miles away from home	☐	☐	☐
240.	Learn how plants get their "food"	☐	☐	☐
241.	Learn about the plants and animals that live in the ocean	☐	☐	☐
242.	Find out what makes the different colors in flowers	☐	☐	☐
243.	Hear about the kind of soil necessary to grow healthy crops	☐	☐	☐
244.	Learn about unusual plants—like the kind that fold up their leaves to catch insects, or the kind that have flowers only at night	☐	☐	☐

		NO	?	YES
245.	Hear about how crops can be improved so they will produce better food	☐	☐	☐
246.	Watch animals teach their young how to find their food, and protect themselves in fights	☐	☐	☐
247.	Find out how wild animals get along together even though some are stronger and more fierce	☐	☐	☐
248.	Learn about the way different animals find and store their food, locate shelter, and prepare for winter	☐	☐	☐
249.	Learn what has to be done to control insects that spread disease	☐	☐	☐
250.	Watch ants to see how they work together and live together	☐	☐	☐
251.	Learn how the United States Weather Bureau can tell what the weather will be like tomorrow	☐	☐	☐
252.	Hear about the kinds of fire that can't be put out with water	☐	☐	☐
253.	Find out about how stars shine in the daytime, even though we can't see them	☐	☐	☐
254.	Learn about how the different planets were discovered	☐	☐	☐
255.	Hear about how sailors use the stars to guide them across the ocean	☐	☐	☐

Go right on to the next page.

Would you like to . . .

	NO	?	YES
256. Find out why things look so different when you see them through water	☐	☐	☐
257. Learn why you get green if you mix yellow and blue colors	☐	☐	☐
258. Read about how 3-D movies are made	☐	☐	☐
259. Study about the North Pole where "nights" last for several months, and "days" also last for several months	☐	☐	☐
260. Find out how rockets are built	☐	☐	☐
261. Find out why the moon and the earth never bump into each other	☐	☐	☐
262. Learn why the moon looks like a half-moon sometimes, and a full-moon at other times	☐	☐	☐
263. Hear a talk on how we can make metal soft enough to shape it into different things, and then strong enough for trains and buildings	☐	☐	☐
264. Find out about the basic differences between plastic and metal	☐	☐	☐
265. Find out about new ways to use plastic in place of metal or wood	☐	☐	☐
266. Find out how islands are formed	☐	☐	☐
267. Read about how men first discovered that the earth is round	☐	☐	☐

	NO	?	YES
268. Find out about the inside of a volcano	☐	☐	☐
269. Find out why salt is so necessary for good health	☐	☐	☐
270. Learn why there are many storms in some parts of the world and few storms in other parts of the world	☐	☐	☐
271. Hear a talk on what causes an earthquake	☐	☐	☐
272. Read about why hearing-aids can't help all deaf people	☐	☐	☐
273. Find out why a bell, a fog-horn, a bomb, a gun, a whistle, and a piano all make different sounds	☐	☐	☐
274. Find out how a compass is made so that it always points in the same direction	☐	☐	☐
275. Learn why you get a shock if you touch bare electric wires	☐	☐	☐
276. Learn about what makes the electricity go off and on when you push a button on the wall	☐	☐	☐
277. Hear a talk on how a television picture is sent from the studio to a TV screen	☐	☐	☐

Would you like to . . .

	NO	?	YES
278. Learn why there is thunder whenever there is lightning	☐	☐	☐
279. Learn what makes your voice carry over hundreds of miles of wires when you use a telephone	☐	☐	☐
280. Hear about how electricity is produced	☐	☐	☐
281. Find out why there is an echo if you say "Hello" in a cave but no echo if you say "Hello" out in a field	☐	☐	☐
282. Learn how the sound is put on a movie film	☐	☐	☐
283. Find out what causes the different colors in a rainbow	☐	☐	☐
284. Learn how technicolor movies are made	☐	☐	☐
285. Find out why field glasses or opera glasses make things look so big	☐	☐	☐
286. Learn about what makes a jet airplane go	☐	☐	☐
287. Learn about the inside of your body	☐	☐	☐
288. Find out about the kinds of animals that used to live on the earth thousands of years ago	☐	☐	☐
289. Find out how fish breathe	☐	☐	☐

	NO	?	YES
290. Find out how we get rubber from trees	☐	☐	☐
291. Learn what makes the weather hot or cold	☐	☐	☐
292. Learn how an automobile motor works	☐	☐	☐
293. Find out why iron toys get rusty if they are left out in the rain very often	☐	☐	☐
294. Find out how your body uses the food that you eat	☐	☐	☐

Fold your hands and wait quietly until the others have finished.

How to Read Your Profile

1. When you have drawn your profile, there will be a zigzag line across the chart. It will look this way because you like to do some things better than others. The things you like best will be closest to the top of the chart.
2. Look at your profile and find the place where your zigzag line is *closest* to the top of the chart. What column is it in? This part is your highest interest.
3. When you have found your highest interest, take your ruler and place it crosswise on the circle you have drawn in that column. Now look across to the column of numbers *between* the charts. Do you see where it says "percentiles"? What number is right across from your circle?
4. The number you have just found is called a "percentile." When you know your *percentile*, you can figure out how your score is different from the scores of other boys and girls. Suppose your highest score is in the Science Column and your *percentile* number is 80. That means that you like things about Science better than 80 out of every 100 boys or girls in your grade all over the country If your *percentile* number is between 70 and 80, it means that you like things about Science better than 75 out of every 100 boys or girls in your grade all over the country What is *your* highest *percentile*?
5. Find the *percentiles* for all your scores and see how the things you like to do are different from the things other boys and girls like to do. You may want to talk with your teacher, your family, and your friends about the things you like to do and the things you want to know more about.

What Your Scores Mean

Each column on your profile chart shows your score on a part of *What I Like to Do*. If your *percentile* number is higher than 50, it means you like things in that part better than most boys and girls do. Even when you have a low score, there may be some things you like about that part. Here are the different parts:

Part A—ART: How much do you like Art? A high *percentile* means that you like to draw and paint. It also means that you like beautiful things. Maybe you like to look at paintings and read stories about the lives of famous artists.

Part B—MUSIC: What is your *percentile* in Music? A high *percentile* means that you are quite interested in music. Maybe you like to sing songs or take piano lessons at home. Sometimes boys and girls who can't even carry a tune still get high scores in Music because they like listening to music.

Part C—SOCIAL STUDIES: There are many, many different things to do in Social Studies. Maybe your *percentile* here is higher than you thought it would be because you didn't know that some of the things you want to know more about are part of Social Studies. You may want to talk with your teacher about some of your interests in Social Studies.

Part D—ACTIVE PLAY: Everybody likes some things in Quiet Play and some things in Active Play A high *percentile* in Active Play means that you have a lot of energy and like to run, or skate, or swim, or play baseball.

Part E—QUIET PLAY: A high *percentile* here means that you like to collect things, or figure out puzzles, or play games like checkers. You can do some of these things by yourself; others are more fun if you do them with your friends and family

Part F—MANUAL ARTS: If your *percentile* in Manual Arts is high, you like to make things with tools or with your hands. What are the different things you like to make? Maybe you like to build things for your classroom or make Christmas presents for your family

Part G—HOME ARTS: A high *percentile* here means that you like to do things around the house. Maybe you want to learn to cook. You probably like to take care of your room, wash the car, and work in the garden. Do your parents know the things you like to help with at home?

Part H—SCIENCE: A high *percentile* in Science means that you like to read about, and talk about, and learn about things in Science. Maybe you want to know about space ships, or good health, or the way animals live—these are all part of Science. You may want to ask your teacher about all the things that are part of Science.

S R A **PROFILE FOLDER for**

WHAT I LIKE TO DO

An Inventory of Children's Interests

Name_____

Dates of Administration:

Grade 4_____ **Grade 6**_____

Grade 5_____ **Grade 7***_____

Everybody likes different things. It is important to know the things you like to do and to compare them with what other boys and girls like to do. You can draw a picture of the things that interest you on the charts inside this folder Then you can see how your interests compare with those of boys and girls all over the country These charts are called "profiles." Your teacher will help you draw your own profile.

How to Draw Your Profile

1. Look at the charts inside this folder. The charts for girls are at the top, and the charts for boys are at the bottom. Find the right chart for your grade.* For instance, if you are a grade 6 girl, you would use the third chart in the top row.
2. When you have found your chart, look at the first column of numbers. At the top is the letter "A" with the word "ART" under it. That means that the column is for your score on Part A of *What I Like to Do*—your interest in Art.
3. What is your score for Part A? Write it in the box at the top of the Art Column.
4. Now find the second column of numbers. It says "B—MUSIC" at the top. Write your score for Part B in the box at the top of the Music Column.
5. Do the same for all your scores. Write your scores for all the parts of *What I Like to Do* in the boxes at the top of the columns on your chart.
6. Now look down Column A until you find the number that matches, or is closest to, the number you have written in the box. Draw a circle around this number If your score is right between two numbers, you may circle the space in between.
7. Do the same for each of the other columns. Circle the space between numbers or the number that matches, or is closest to, the number that you have written in the box at the top of each column. When you have finished, you will have eight circles—one in each column.
8. Now draw a straight line from the circle in Column A to the circle in Column B, another line from the circle in Column B to the circle in Column C, and so on until all your circles are joined by lines. This is your interest profile.
9. Now read the back page of this folder to find out what your profile means and how your interests compare with those of other boys and girls.

*If you are in Grade 7, use the chart for grade 6 girls or the chart for grade 6 boys.

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Please use number 7-1533 when reordering this Profile Folder.

PROFILE CHARTS FOR GIRLS

Vocational choices

First

Second

Favorite activities

1.
2.
3.
4.

A	B	C	D	E	F	G	H	PERCENTILES
ART	MUSIC	SOCIAL STUDIES	ACTIVE PLAY	QUIET PLAY	MANUAL ARTS	HOME ARTS	SCIENCE	
29	30	42	39	33	26	30	62	—99—
25	27	40	36	31	24		61	—95—
23	25	37	34	29	22	29	60	—90—
21	22	32	31	27	17	26	56	—80—
19	19	29	28	25	14	24	50	—70—
17	17	26	26	23	12	21	44	—60—
16	16	23	23	21	10	19	39	—50—
14	14	19	21	19	8	16	34	—40—
13	12	17	19	17	6	14	27	—30—
12	10	13	16	15	4	11	20	—20—
10	7	9	13	11	3	8	12	—10—
8	5	5	9	9	1	6	6	— 5—
3	1	1	1	3	0	2	1	— 1—

Grade 4—Girls

A	B	C	D	E	F	G	H	PERCENTILES
ART	MUSIC	SOCIAL STUDIES	ACTIVE PLAY	QUIET PLAY	MANUAL ARTS	HOME ARTS	SCIENCE	
28	29	42	39	32	26	30	62	—99—
25	27	40	36	30	22	29	60	—95—
23	25	37	34	28	19	28	58	—90—
20	22	33	30	26	16	25	52	—80—
19	20	29	28	24	13	23	46	—70—
17	18	26	26	22	11	21	40	—60—
16	16	23	24	20	9	19	35	—50—
15	15	20	22	18	8	17	31	—40—
14	13	17	20	16	6	15	26	—30—
12	10	14	18	14	4	12	19	—20—
10	8	10	15	10	2	8	10	—10—
8	4	6	12	8	1	5	5	— 5—
4	2	2	7	2	0	0	0	1—

Grade 5—Girls

A	B	C	D	E	F	G	H	PERCENTILES
ART	MUSIC	SOCIAL STUDIES	ACTIVE PLAY	QUIET PLAY	MANUAL ARTS	HOME ARTS	SCIENCE	
28	29	42	39	32	25	30	61	—99—
24	27	39	35	29	22	29	60	—95—
22	25	36	33	26	19	27	56	—90—
20	22	32	30	24	15	24	49	—80—
19	19	28	28	22	12	22	43	—70—
17	18	25	26	20	10	20	38	—60—
16	16	22	23	19	9	18	33	—50—
15	15	20	22	17	7	17	28	—40—
13	13	17	19	15	6	15	22	—30—
12	11	13	17	13	4	12	16	—20—
10	9	9	14	10	2	9	10	—10—
7	6	6	12	8	1	7	5	— 5—
3	3	3	7	3	0	2	1	1—

Grade 6—Girls

PROFILE CHARTS FOR BOYS

A	B	C	D	E	F	G	H	PERCENTILES
ART	MUSIC	SOCIAL STUDIES	ACTIVE PLAY	QUIET PLAY	MANUAL ARTS	HOME ARTS	SCIENCE	
29	29	43	40	33	26	30	62	—99—
23	23	40	39	31		27		—95—
21	21	38	37	29	25	24	61	—90—
18	16	34	34	26	21	21	58	—80—
16	14	31	32	24	18	17	54	—70—
15	12	28	30	22	16	14	49	—60—
14	10	24	27	20	14	12	44	—50—
12	9	21	25	18	11	9	37	—40—
11	7	19	23	16	9	7	30	—30—
9	5	15	20	13	7	5	22	—20—
7	3	10	16	10	5	2	13	—10—
5	2	6	13	8	3	1	5	— 5—
2	1	1	1	3	0	0	1	— 1—

Grade 4—Boys

A	B	C	D	E	F	G	H	PERCENTILES
ART	MUSIC	SOCIAL STUDIES	ACTIVE PLAY	QUIET PLAY	MANUAL ARTS	HOME ARTS	SCIENCE	
27	28	42	40	32	26	29	62	—99—
22	22	40	38	29	25	25		—95—
20	19	37	37	28	23	22	61	—90—
17	16	33	34	25	20	18	56	—80—
15	13	29	32	22	18	15	51	—70—
14	11	26	30	21	16	13	45	—60—
13	9	23	28	19	14	10	39	—50—
11	8	20	26	17	11	8	34	—40—
10	6	17	24	15	9	6	28	—30—
8	4	14	21	13	7	4	20	—20—
6	2	10	17	9	4	2	12	—10—
4	1	7	14	6	1	0	4	— 5—
1	0	2	7	2	0		0	1—

Grade 5—Boys

A	B	C	D	E	F	G	H	PERCENTILES
ART	MUSIC	SOCIAL STUDIES	ACTIVE PLAY	QUIET PLAY	MANUAL ARTS	HOME ARTS	SCIENCE	
26	25	42	38	31	26	29	62	—99—
21	21	41	36	28	24	23	61	—95—
19	18	38	34	26	22	20	60	—90—
16	16	33	32	24	19	16	56	—80—
15	13	30	30	21	16	12	50	—70—
13	11	27	27	20	14	11	45	—60—
12	10	24	26	18	12	9	39	—50—
10	8	21	24	16	10	7	32	—40—
9	6	17	22	14	8	5	27	—30—
7	4	14	19	12	6	3	19	—20—
4	2	9	15	8	4	1	11	—10—
2	1	6	12	6	2	0	5	— 5—
0	0	1	6	1	0		0	1—

Grade 6—Boys

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