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# A follow-up study of the vocational choices of three hundred twenty-four eighth grade pupils to determine the validity of their vocational choices ten years later

Jean Lankford Fountain

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A FOLLOW-UP STUDY OF THE VOCATIONAL CHOICES OF THREE HUNDRED  
TWENTY-FOUR EIGHTH GRADE PUPILS TO DETERMINE THE VALIDITY OF  
THEIR VOCATIONAL CHOICES TEN YEARS LATER

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A Thesis  
Presented to  
the Graduate Faculty of the  
University of Richmond

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In Candidacy  
for the Degree of  
Master of Science in Education

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by  
Jean Lankford Fountain

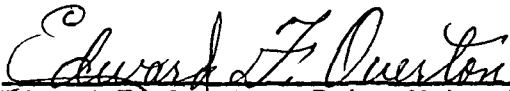
August 1971

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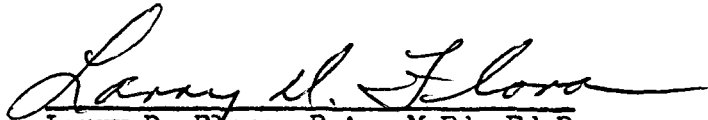
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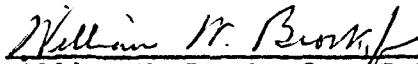
candidate for the degree of Master of Science in Education, hereby certify their approval of its acceptance.



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## Chapter I

### THE PROBLEM

The basic element of the problem devised for the proposed research study on A Follow-up Study of Eighth Grade Pupils to Determine the Validity of Their Vocational Choices Ten Years Later included (a) the statement of the problem, and (b) the definition of the problem, and (c) the evaluation of the problem.

#### The Statement of the Problem

The purpose of the investigation was as follows:

1. To determine whether there is a significant difference in the current vocations of three hundred pupils and the vocations chosen on the eighth grade level.
2. If there is a change, to determine some of the factors affecting it.
3. To determine whether it is relevant for pupils to make vocational choices at the eighth grade level.

#### The Definition of the Problem

The definition of the problem included an explanation of (a) the terms that were used in the study, (b) the delimitations of the proposed research, and (c) the assumptions inherent in the study.

Definitions of terms. The definitions of terms in the research study were as follows:

1. The terms vocation and occupation may be used interchangeably.
2. A vocation is a calling, as to a particular occupation, business or profession.<sup>1</sup>
3. A choice is (a) making a free decision as to action among possible alternatives; (b) the existence of freedom in making decisions and acting upon them.<sup>2</sup>
4. Level of aspiration is the level of performance or the goal that a person (or a group) desires or hopes to reach in a specified activity.<sup>3</sup>
5. Vocational interest is (a) measured patterns of likes and dislikes that have been found experimentally to differentiate successful adults in one occupation; (b) the student's expressed interest in or his choice of an occupation.<sup>4</sup>

Delimitations of the proposed research. The delimitations of the proposed research were as follows:

1. The study involved three hundred eighth grade pupils of Benjamin A. Graves Junior High School who made vocational choices during the school session of 1960-61.
2. Mobility was an extremely important factor affecting the locating of these pupils for the study.
3. Some pupils had become dropouts by this time.
4. During the time to make vocational choices, some pupils were undecided.

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<sup>1</sup>Carter V. Good, Dictionary of Education (New York: McGraw Hill Book Company, Inc., 1945), 2nd edition p. 602

<sup>2</sup>Ibid., p. 91.

<sup>3</sup>Ibid., p. 42.

<sup>4</sup>Ibid., p. 603.

5. The study involved only inner city Negro pupils.

The assumptions inherent in the study. The assumptions inherent in the research study included the following:

1. The prediction of a vocation is not significantly related to the vocational choices made by pupils on the eighth grade level.
2. A wise decision can be reached only by much thought, study and investigation.

#### The Evaluation of the Study

The evaluation of the research study included statements concerning (a) the objectives of the study, and (b) the need and value of the study.

The objectives of the study. It was the objective of this study to help parents, counselors and teachers to become aware of the relative unimportance of the selection of vocational choices on the junior high school level. It was felt that these persons, by becoming aware of the irrelevance of these selections of vocational choices at this level, be more cognitive of the contingencies of vocational choices. The pupil should be assisted in developing a realistic concept of himself in terms of his potential, to evaluate himself and his opportunities, to choose a feasible course of action, accept responsibility for it and initiate a course of action.

The pupil must be exposed to a wide range of occupational and educational information; he should be given various Vocational Interest Inventories and be helped to develop a value system.

The need and value of the study. The writer feels that there existed a need for this study because as far as can be determined, no study of this nature has been previously made.

The person's selection of an occupation is a function of his self evaluation and his ability to perform adequately in his chosen environment.

It is generally agreed that a pupil at the eighth grade level has not been stimulated to evaluate himself in terms of his potentials and talents and has not been exposed to sufficient educational and occupational information to make a feasible selection of a vocation. Premature decisions regarding future vocations may be worthless.

Since the study was made of the eighth grade pupils of Benjamin A. Graves Junior High School, the writer feels that any important findings will be of immediate benefit to the school in that it would provide the parents, counselors and teachers with knowledge of the pupil's changes in vocation after this level. It should also provide for a more meaningful preparation for educational and occupational plans.

## Chapter II

### REVIEW OF RELATED LITERATURE

Much has been written regarding the problem of vocational choices. Following is an analysis of research studies and other literature related to the problem that was devised for the investigation.

Drabich investigated influences which high school seniors perceived as affecting their occupational and educational aspirations. Group administered interview schedules were completed by 1,068 seniors in 12 high schools basically attended by white students and 11 high schools predominantly attended by Negro students. Differences in perception were categorized by race, sex, intelligence and residence. Variables included sources of influence upon occupational or educational decisions, particularly the attitude of the mother, attitude of the father, and influence of the high school education. He found that:

1. Most students perceived occupational choices on their own.
2. Parents were the most important external source of influence especially among those of lower intelligence.
3. The most frequently mentioned extra-familial source of influence was the teacher.
4. Negroes were influenced more by the mother, as were females of both races.
5. Residential differences between rural and urban environments were slight.

6. High school education was perceived as having an important effect in occupational decisions with the degree of influence varying among the categories.<sup>5</sup>

Matthews analyzed the reasons given for entering selected occupations by a sample of 985 White and Negro North Carolina High School Seniors comprised of 271 White males and 315 White females, 167 Negro males and 232 Negro females. Questionnaires completed in a classroom setting provided data on student occupational and educational aspirations and background. The majority of reasons given for occupational aspirations were categorized as general interest. He concluded that:

1. More male than female students, but approximately the same percentage of Negro and White boys gave reward as a reason for entering the expected occupations.
2. Females choose occupations for altruistic reasons almost four times more than males, and the Negro female was more altruistic than any other group.
3. The Negro male responded to altruistic reasons significantly more than White males.<sup>6</sup>

Siemens collected data from 1,844 high school students in Canada. This study examined eleventh and twelfth grade students from two rural Manitoba sample areas and from two large suburban high schools in Metropolitan Winnipeg. The study focused on the educational and occupational aspiration levels and 10 selected family factors of the

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<sup>5</sup>Lawrence W. Drabich, "Perceived Sources of Influence upon Occupational and Educational Expectations", Educational Research Series Ed 020352, North Carolina [State] University, Raleigh, North Carolina. February, 1967.

<sup>6</sup>Robert G. Matthews and Lawrence W. Drabich, "Reasons for Selection of Expected Occupations by Race and Sex", Educational Research Series Number 7, North Carolina [State] University, Raleigh, North Carolina. November, 1965.

students. Statistical analysis of data, collected by means of questionnaires, indicated that both educational and occupational aspiration levels related significantly to the following family factors:

1. size of community orientation
2. socioeconomic status
3. father's occupational status, father's educational achievement
4. strength of father's and mother's encouragement for post-high school education
5. mother's educational achievement related to both aspiration categories of the boys, but failed to relate significantly to occupational aspiration level of girls
6. ethnic background and normal versus broken home situations failed to relate significantly
7. religious background associated significantly with both aspiration levels for boys.<sup>7</sup>

Campbell used a total of 2,370 students from four different regions of the United States in this study. One school serving primarily disadvantaged students from each of the four school districts with enrollment ranging from 50,00 to 100,000 students participated in the study. A sample of students who could read at fifth grade level or higher completed a series of inventories which measured their perceptions and expectations toward school, work, family, peers, and self. Additional information was collected relating to disadvantage, personal plans and background, the community and the school. His findings included:

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<sup>7</sup>Leonard B. Siemens, "The Influence of Selected Family Factors on the Educational and Occupational Aspiration Levels of High School Aged Youth", Educational Research Series O27995, Manitoba University Winnipeg, Canada. June, 1965.

1. Socioeconomic disadvantage is relevant to the community context.
2. The differences between disadvantaged and nondisadvantaged students did not appear as frequently as might have been expected.
3. Educational aspirations of disadvantaged students were generally lower than those of advantaged students.
4. Disadvantaged students reported giving more thought to school plans and future jobs. They viewed teachers in a more favorable light and reported that school was easier.<sup>8</sup>

In a three year study called the Mushegans Guidance Project the effectiveness of additional counseling and guidance in aiding realistic educational and occupational choice by junior high school students, the 721 members of the seventh-grade classes of three Mushegan junior high schools were randomly assigned to experimental and control groups. The Ohio Student Inventory of Guidance Awareness, Stanford Achievement Test Battery, Illinois Inventory of Parent Opinion, and Science Research Associates' Youth Inventory, and data on failures, honor rolls, disciplinary actions, and dropouts were used to compare results. Experimental students received both home visits by counselors and group counseling.

It was reported that:

1. No statistical difference was found between experimental and control groups in numbers of students receiving failing grades, being on the honor roll, or dropping from school.
2. Experimental group students were reported for disciplinary action at significantly higher rate in both the seventh and ninth grades.

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<sup>8</sup>Robert E. Campbell, "Vocational Development of Disadvantaged Junior High School Students" Washington, D. C., Bureau of Research, Br - 7-0158, Ohio State University, Columbus, Ohio. August, 1969.



3. Experimental group students received higher grades, showed increased interest in educational and vocational planning and developed more awarenesses of the need for early economic planning.
4. It was not evident that families increased planning for future educational and vocational goals or consciously created an environment conducive to optimum development.<sup>9</sup>

Slocum and Bowles collected data from juniors and seniors of 28 high schools in the state of Washington. This data consisted of (1) information drawn from school records (2) interviews with students (3) questionnaires completed by students, parents, and counselors to determine the social and cultural factors which affect the educational plans of high school students, especially those who do not expect to obtain a college degree. The study revealed:

1. Most of the students recognized that education was important and although they didn't have a highly favorable attitude toward vocational courses, they felt that more such courses should be offered by the high school.
2. Educational aspirations were high.
3. Three-fourths of the students expected to attend college and 43.5 percent expected to graduate.
4. Occupational aspirations and expectations were high.
5. More than six out of ten aspired to enter professional occupations.
6. Relatively few students aspired to be farmers, sales workers, operatives, or laborers.<sup>10</sup>

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<sup>9</sup>A Report of the Mushegan Guidance Project, "The Effect of Additional Counseling on the Able Student's Vocational and Educational Planning", Educational Research Series 024959, Michigan State Department of Education, Lansing, Michigan, June, 1965.

<sup>10</sup>Walter L. Slocum and Roy T. Bowles, "Educational and Occupational Aspirations and Expectations of High School Juniors and Seniors in the State of Washington", Pullman, Washington, November, 1966.

According to Rosenberg:

Research shows that people planning to enter different occupations varied in the values they hoped to satisfy in their work, and that the occupational choices and occupational values appeared to be very broadly speaking in harmony. For example, social workers chose "people-oriented" values; artists selected "self-expressive" values; and businessmen stresses "extrinsic-reward" values. However, what about those people who were in conflict, i.e., people who hoped to satisfy values other than those stressed in their occupations? Our expectation would be that these people would be more likely to change their occupational choices than those whose occupations and values were in "Harmony"<sup>11</sup>  
.....

Rosenberg also stated:

One of the most perplexing problems in the study of the occupational choice process is that of figuring out when a decision is actually a final decision. If we are to improve our ability to predict whether or not a student making a certain choice will stick to it, we will have to give very careful consideration to the degree to which his values and his choice are in harmony or conflict.....<sup>12</sup>  
.....

Rosenberg further revealed:

One set of factors fostering change of occupational choice is any form of cross-pressures likely to induce conflict in the individual. A qualitively different set of factors producing change involves the degree of firmness of the decision, or the intensity with which it is held. Two factors influencing the firmness of a specific occupational decision appear particularly important: (1) the place of career in one's total value system, and (2) a certain personality orientation. The latter is evident in a person who plans carefully in advance and does not swerve from his established path (the far-sighted individual) or the person who views matters in a day-to-day context and is discomforted by thoughts of the long future (person who changes his mind from one moment to the next)<sup>13</sup>

Parsons pointed out:

No step in life, unless it may be the choice of a husband or wife, is more important than the choice of a vocation. The wise selection of occupation to which one's life is to be devoted and the development of full efficiency in the chosen field are matters of the deepest moment to young people and to the public. These vital problems should be solved in a careful, scientific way, with due regard to each person's aptitudes, abilities, ambitions, resources, and limitations, and the relations of these elements to the conditions of success in different industries.

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<sup>11</sup>Morris Rosenberg, Occupations and Values (The Free Press, Glencoe, Illinois, 1957) p. 78. <sup>12</sup>Ibid., p. 81. <sup>13</sup>Ibid., p. 83.

If a young man chooses his vocation so that his best abilities and enthusiasm will be united with his daily work, he has laid the foundations of success and happiness..... 14  
 .....

Parsons stated:

In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and conditions of success, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts.

Every young person needs help on all three of these points. He needs counsel. He needs all the information and assistance he can get. He needs experienced minds in making this greatest decision of his life.

The more light he can bring to bear on the problem from his own observation, reading and experience, the better it will be for the clearness and strength of the conclusions arrived at, and the permanent value of the results attained. The first step, therefore, is self-study.<sup>15</sup>

Williamson indicated:

To choose the right vocation is the earnest desire of an increasing number of students. This desire is often the result of pressure by parents who want to make certain that financial investment in education will result in their sons or daughters getting jobs and making enough money to support themselves. Unfortunately, few students and parents realize that these desirable objectives can be attained only if stable economic and social conditions are present and only if students possess qualifications for successful educational and occupational competition.

The making of an achievable vocational choice is the best way of making certain that any vocational training will prove to be a worthwhile investment of time and money. In making a rational vocational choice which will result in success and satisfaction the student should choose that field of work in which success and satisfaction have been obtained by men and women who possess abilities, interests, ambitions, and personality traits similar to those of the students. Even so, the pupil must use reliable methods of determining into which occupational group his abilities fit him.

In attempting to select a suitable vocation most students commit certain errors of thinking which cause many unwise choices. These are the stumbling blocks, and are more easily avoided if recognized and understood: (1) attractiveness of the remote; (2) the glorification of the unusual; (3) the white collar illusion; (4) the fallacy of the perfect niche; (5) misreading the signs; (6) fear of the closed mind; (7) the sparkless motor; (8) the fallacy of the occupational label; (9) the fallacy of the added cubit; (10) the fallacy of perfectibility; (11) the fallacy

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<sup>14</sup>Frank Parsons, Choosing a Vocation, (Agathon Press, Inc., New York, N. Y. 1967), p. 3.

<sup>15</sup>Ibid., p. 5.

of equal ability; (12) the phrenological fallacy; and (13) the fallacy of sequential training.<sup>16</sup>

Williamson lists certain methods of choosing a vocation. These are positive measures of sampling and testing abilities and interest and include:

1. try-out experiences in high school activities, part-time employment, summer jobs, and even the classroom itself.
2. reading books of vocational information gives job descriptions.
3. interviews with persons engaged in special kinds of work.
4. observing workers in factories, offices and court rooms.
5. hobbies may give clues.
6. claimed interests may be useful as an indication of vocational possibilities.
7. school grades may give indications of the educational and occupational level upon which a student will be able to compete.
8. advice of parents, teachers and friends are sometimes helpful but with caution.
9. vocational testing by those trained in their area.
10. finally, all these partially valid or accurate methods of choosing a vocation should be brought together in the clinical method of vocational guidance.

There are certain limitations on the student's vocational choice.

They are as follows:

1. Lack of adequate financial resources for occupational training.
2. Continued oversupply of workers in all occupations.
3. Tendency to "professionalize" occupations or to raise the standard of jobs, thus increasing competition.<sup>17</sup>

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<sup>16</sup> Edmund G. Williamson, The Making of a Vocational Choice, Students and Occupations (Henry Holt and Co., New York 1937), pp. 13-20

<sup>17</sup> Ibid., pp. 20-29

According to Williamson, it is a misconception that every student is free to choose any vocation with the expectation that he is just as likely to succeed in one type of work as in any other. This misconception disregards what is known as the facts of individual differences. It is well established that individuals differ very profoundly in the types, amounts and combinations of the abilities they possess. Each individual has his own unique combination or pattern of abilities, different in some way from the patterns of all other individuals. It is perfectly obvious that the best vocational choice for any individual is the choice which best accords with his pattern of abilities; that is, that occupation which requires large amounts of the interests and abilities which are dominant in his individual make-up is the best occupation for him. Individual abilities should form the basis of a wise vocational choice.<sup>18</sup>

Stone, C. H. (1948) compared 118 students who took vocational orientation courses with 140 who did not, using a variety of before-and after measures and ratings to show effects on choices and attitudes. The experimental group had more occupational information than the control group and had apparently applied what they had learned in "downgrading" themselves somewhat, since the levels of their choices were somewhat more realistic when the appropriateness of their choices was rated; however, it appeared that only the students who had had counseling in addition to the course showed a significant improvement. Moreover, those who had both the course and counseling were superior in this respect to those who had counseling alone.<sup>19</sup>

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<sup>18</sup> Ibid., p. 31.

<sup>19</sup> Leona E. Tyler, The Work of the Counselor (Appleton-Century-Craft, Inc. New York, 1961) p. 170.

Speer and Jaches reported:

The suitability of occupational choices is improved by either work experience or guided reading discussed with a counselor and that the best choices result when both are combined.<sup>20</sup>

Tyler stated:

Research data clearly shows that counselors cannot be expected to make good enough prognoses of success for clients to base decisions on them. There is considerable evidence accumulating that occupational choice is a process, not an event, and that it involves an increasingly complex synthesis of motivation with external reality factors. There is a suggestion that too great a need for some particular value such as security may retard the choice process.<sup>21</sup>

A caution against concluding too definitely that the occupational choices of ninth-graders are not "realistic", comes from a study by Stephenson (1957). He presents evidence from 1000 ninth-grade students in four New Jersey communities indicating that they distinguish plans from aspirations, and that the plans are considerably more realistic than the aspirations are. The form of the question put to students has some effect on the answers they give.<sup>22</sup>

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<sup>20</sup>Ibid., p. 170

<sup>21</sup>Ibid., pp. 209-210

<sup>22</sup>R. M. Stephenson, "Realism of Vocational Choice, a critique and an example", Personnel Guidance Journal, 35, 482-488.

### Chapter III

#### HISTORY OF BENJAMIN A. GRAVES JUNIOR HIGH SCHOOL

The Benjamin A. Graves Junior High School, Richmond, Virginia, opened for the first time in September 1952, in the building which was formerly the Armstrong High School. The building located at 119 W. Leigh Street was first used in 1923.

Benjamin A. Graves, for whom the school was named, was born in Richmond, Virginia, on November 10, 1863. After receiving his education in Richmond, he taught in nearby counties and in Richmond. During the Spanish-American War he was commissioned a captain, the highest grade attainable for Negroes at that time.

Benjamin A. Graves was active in the field of education for a period of thirty years. He served as a trustee of Virginia State College, was active in church and civic affairs, and edited a weekly newspaper called "The True Reformer".

In September 1955, the Booker T. Washington School at First and Leigh Streets was merged with the Benjamin A. Graves Junior High School to form a larger school with more and better facilities. With a staff of sixty-seven persons and an enrollment of 1125 pupils, the grades taught were seventh through ninth.<sup>23</sup>

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<sup>23</sup>The Students' Guide, Benjamin A. Graves Junior High School Richmond, Virginia School Session, 1960 - 61, p. 2.

The school at this time (1971) is now called the Benjamin A. Graves Middle School and has been extended to Leigh Street and Brook Road. It houses grades six through eight and is no longer connected with the Booker T. Washington School which is now a Trade and Training Center.

### The Role of the Guidance Department in Its Efforts to Assist Pupils Plan for the Future

The philosophy of the Guidance Department is based on sound principles, a copy of which is contained in Appendix C. In its efforts to assist pupils to plan for the future the Guidance Department arranges for a six-week period in the eighth grade history classes to be devoted to an Occupational Unit details of which are included in Appendix A. This unit follows the administering of an Occupational Interest Inventory and the Differential Aptitude Test and includes:

1. A letter to the parents stating the purpose of the unit and the role of the parent.
2. Guidelines on:
  - a. Planning My Education
  - b. How School Helps me
  - c. Using Your Leisure Time
  - d. Fields of Interest
  - e. Types of Occupations that may be Suitable for Each Type of Ability
  - f. Questions to Consider in Analyzing Myself
  - g. Examination of My Aptitudes and Abilities
  - h. Personal Inventory



- i. Some Suggested Areas for Exploring the World of Work
- j. Which Course Should I Choose?
- k. Career Outline
- l. Program Planning<sup>24</sup>

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<sup>24</sup>Occupational Unit Outline Guidance Department, Benjamin A. Graves Junior High School, Richmond, Virginia, 1960-61.

## Chapter IV

### PROCEDURES, METHODS, TECHNIQUES, AND INSTRUMENTS

The procedures, methods, techniques, and instruments used in this Follow-up Study of Eighth Grade Pupils to Determine The Validity of Their Vocational Choices Ten Years Later were as follows:

#### Procedures

To obtain the reliable and valid information needed in this study the investigator first devised a form to obtain pertinent information concerning these pupils from the cumulative records file.

The investigator then selected a random sampling of these pupils to determine whether mobility had made the study impossible. A questionnaire was devised and mailed along with a letter explaining the purpose of the survey. The questionnaire was administered to determine whether the pupils had changed their vocational plans since the eighth grade, if so what factors influenced the change. A survey sheet was used to record the replies. This information was compiled, analyzed and studied.

#### Methods

The investigator used both descriptive and valuational methods of research in this study. The descriptive method was used as a basis to show what is the usual case of selecting vocations at the eighth grade level at Benjamin A. Graves. The valuational method was used to make recommendations in terms of educational purposes or objectives to find a solution as to what should be done at this level.

## Techniques

The survey technique was used to obtain data for the descriptive analyses of the study.

To determine the relative importance of the selection of occupational choices at the eighth grade level the following technique was necessary:

1. A list was made of all pupils who attended the eighth grade of Benjamin A. Graves Junior High School in September of 1960. These pupils were administered the Occupational Interest Inventory and the Differential Aptitude Test in October 1960 and for a six-week period studied a unit on occupations. By January 1961 they had made an occupational choice and educational and vocational plans for the future.

2. As a result of the list made the cumulative records of these pupils were studied from the high school which they attended. The cumulative record was the most available source for obtaining the most recent address of these pupils.

From the records the following information was obtained:

- a. Most recent address.
  - b. Chronological age, date and year of birth.
  - c. Intelligence quotient and mental age as determined by the California Test of Mental Maturity in 1959.
  - d. Vocational choice made at the eighth grade level.
3. The data was organized on a survey sheet.
  4. The questionnaire was devised and approved by outstanding educators.
  5. To administer the instrument to the pupils an envelope containing the questionnaire and a letter including the instructions and purpose of the research along with a stamped self-addressed envelope were mailed.

6. A copy of the questionnaire and letter will be found in the appendix.

7. As the questionnaires were returned, the responses were tabulated. Analysis was made to determine whether the vocational choices by these pupils at the eighth grade level had changed and, if so, what factors influenced the change and at what period of their education the change had been made. The tabulation of this coverage appears in Table IV.

### Instrument

The questionnaire was used to obtain data on the vocational choices of pupils made at the eighth grade level ten years earlier.

As a valid measure the following procedure was used:

1. Preliminary planning and selection of content.
  - a. Analyses of textbooks and research studies.
  - b. Formulation of objective and general plan.
  - c. Preparation of outlines based on survey materials.
  - d. Submission of outlines to competent judges for criticism.
  - e. Revision of outlines in accordance with suggestions of critics.
2. Preparation and editing of items in the instrument.
  - a. The writing of items.
  - b. Submission of items to authorities for criticism.
  - c. Revision of items in view of suggestions received.
  - d. Preparation of experimental forms of the instrument.
  - e. Administering of the questionnaire to 60 high school seniors, 50 school teachers and 20 laborers.
  - f. Compiling of the final form.

3. Administration of the final form.

The questionnaire was then mailed to 195 pupils and the responses indicated that the questionnaire measured what it purported to.

## Chapter V

### FINDINGS AND INTERPRETATIONS

The findings of this investigation on "A Follow-up Study of Three Hundred Eighth Grade Pupils to Determine the Validity of their Vocational Choices Ten Years Later", were organized in terms of (a) personal data on pupils, (b) results of the responses to the questionnaire.

Interpretations are based on these findings:

The pupils covered in the study. Some background information on the pupils was deemed necessary to provide some knowledge of the calibre of pupils studied.

These were all Negro pupils ranging in age from 126 months to 168 months, residents of the metropolitan area, and whose parents' socio-economic status varied from welfare recipients (with all ramifications) to professional levels.

#### Findings from the Cumulative Folder and Questionnaire

Table I shows a summary of findings from the cumulative folders and responses to the questionnaire according to sex. There was seemingly no significant relationship between the chronological age, mental age and intelligence quotient and the occupational and educational aspirations of these pupils. These variables also did not appear to affect the source of influence in making a vocational choice or the period at which these choices were made.

A total of fifty two pupils were in this study, twenty-four males and twenty-eight females. Seventy-one percent of the males and ninety-

six percent of the females aspired to college or professional occupations at the eighth grade level. Out of the total, eighty-five percent of the males and eighth-seven percent of the females are currently in college or involved in professional occupations.

Seventeen percent of the males and fourteen percent of the females of the total group studied are currently engaged in occupations which they chose at the eighth grade level, this represents fifteen percent of the total.

TABLE I  
 INFORMATION FROM THE CUMULATIVE FOLDER AND QUESTIONNAIRE

Code	Chronological age in months	Mental age in months	Intelligence Quotient	Sex	Vocational Choice at Grade 8	Current Occupation	Source of Influence	Period of Influence
087	148	178	121	M	Scientist	Insurance Agent	Mother's influence, father's influence, prestige of the job, advice of an adult working in the field	Military Service
091	162	113	70	M	Auto Mechanic	Truck Driver	Had no Choice	None
089	142	174	123	M	Engineer	Assistant Director of Admissions, College	Race, Opportunity available	College
095	150	169	113	M	Electrical Engineer	Design Engineer	Father's influence, Aptitude Test, Interest Test counselor's advice, prestige of job	Jr. High
106	143	153	107	M	Undecided to attend College	Manager	Special talent, Prestige of job	Still Undecided
112	140	152	109	M	Dentist	Business Administration Student	Prestige of job	College



TABLE I

## INFORMATION FROM THE CUMULATIVE FOLDER AND QUESTIONNAIRE

Code	Chronological age in months	Mental age in months	Intelligence Quotient	Sex	Vocational Choice at Grade 8	Current Occupation	Source of Influence	Period of Influence
043	152	171	112	M	Biologist	Claims representative for insurance Co.	Salary, Advancement Opportunity	Graduate School
045	143	167	117	M	Mail Carrier	Auditor	Friend's advice, Adult working in the field	College
193	148	140	95	M	Military Service	Truck Driver	Air Force	Still Undecided
084	147	149	102	M	Doctor	Weatherman in Air Force	Aptitude Test results, Air Force	College
179	143	143	101	M	Lawyer	Accountant	Advice of a friend	College
187	146	139	97	M	Lawyer	Unemployed	-----	Still Undecided
012	147	161	110	M	Banker	Student Business Administration	Occupational or Vocational information at 8th grade, Aptitude Test, prestige of job, hobby	Jr. High School

TABLE I  
INFORMATION FROM THE CUMULATIVE FOLDER AND QUESTIONNAIRE

Code	Chronological age in months	Mental age in months	Intelligence Quotient	Sex	Vocational Choice at Grade 8	Current Occupation	Source of Influence	Period of Influence
175	150	123	82	M	Undecided	Bakery Worker	Advice of a friend	Still Undecided
138	144	191	133	M	Civil engineer	Mechanical engineer	Hobby, Prestige of occupation	Jr. High School
058	146	---	Not Recorded		Pharmacist	Pharmacist	Interest Test	Jr. High School
078	149	176	118	M	Architect	Graduate student in Physical Education and Research	Hobby, aptitude test, Interest Test	College
076	146	---	---	M	Doctor	Community Developer for Blacks	Race, advice of an adult in the field	College
135	147	144	98	M	Air Force	Accountant	Advice of a friend	Sr. High School
136	152	164	108	M	Dentist	Student, Secondary Education	Interest Test Mother's influence, father's influence,	Jr. High School

TABLE I  
 INFORMATION FROM THE CUMULATIVE FOLDER AND QUESTIONNAIRE

Code	Chronological age in months	Mental age in months	Intelligence Quotient	Sex	Vocational Choice at Grade 8	Current Occupation	Source of Influence	Period of Influence
139	148	174	118	M	Rescue Worker	Employee Western Electric	Advice of an adult in the field	None Listed
165	151	197	131	M	Electrical Engineer	Law School student	Interest in law, Aptitude Test	College
173	152	142	94	M	Undecided	Computer Programming	Adult working in the field Advice of a friend	Air Force
181	140	172	123	M	Scientist	Computer Programming	Advice of a friend	School Sr. High
080	145	145	101	F	Medical Technician	Assistant Bank Manager	Interest in management, Personal development, race	College
094	149	149	100	F	Librarian	Elementary School Teacher	Advice of a friend, mother's influence	College
102	148	165	112	F	Doctor or Medical Technologist	Clinical Audiologist	Teacher's influence adult working in the field	College
108	146	166	114	F	Teacher	Accounting Clerk	Mother's influence	Sr. High School

TABLE I  
 INFORMATION FROM THE CUMULATIVE FOLDER AND QUESTIONNAIRE

Code	Chronological age in months	Mental age in months	Intelligence Quotient	Sex	Vocational Choice at Grade 8	Current Occupation	Source of Influence	Period of Influence
109	155	134	87	F	Beautician	Secretary	Race	Jr. High School
123	156	166	107	F	Dentist	Physical Education Teacher	Mother's influence	Sr. High School
134	143	140	98	F	Business Secretary	Substitute Teacher	Adult working in the field	Jr. High School
004	135	171	127	F	Teacher	Social worker	Prestige of Job	Sr. High
008	164	116	77	F	Secretary	Social worker	Salary	Sr. High School
026	135	148	110	F	Psychologist	Relief Senior Clerk	Interest in business	College
046	143	---	---	F	Lawyer	Student plan to teach	Personal Choice	College

TABLE I  
 INFORMATION FROM THE CUMULATIVE FOLDER AND QUESTIONNAIRE

Code	Chronological age in months	Mental age in months	Intelligence Quotient	Sex	Vocational Choice at Grade 8	Current Occupation	Source of Influence	Period of Influence
047	168	122	91	F	X-Ray Technician	Housewife	-----	Sr. High School
049	126	134	107	F	Undecided to attend College	Customer service Representative	Salary to supplement husband's income	-----
054	157	133	85	F	Business	Typist	Counselor's Influence	Sr. High School
059	150	112	78	F	Medical Technologist	Sociologist	Adult working in the field	College
142	141	170	121	F	Teacher	Assistant Buyer Thalhimers	Occupational and Vocational information in college	College
172	148	124	84	F	Secretary	Key punch Operator	-----	-----
186	146	157	108	F	Nurse	Key punch Operator	Teacher's Influence	College

TABLE I  
 INFORMATION FROM THE CUMULATIVE FOLDER AND QUESTIONNAIRE

Code	Chronological age in months	Mental age in months	Intelligence Quotient	Sex	Vocational Choice at Grade 8	Current Occupation	Source of Influence	Period of Influence
195	140	---	---	F	Medical Technologist	Welfare Eligibility Technician	Adult working in the field	Still Undecided
159	161	169	105	F	Undecided	Unemployed Business Student	Mother's influence, father's influence, Aptitude Test, advice of a friend, Interest Test, special talent	Still undecided
141	149	149	100	F	Beautician	Interviewer for Employment	Teacher	-----
110	144	129	90	F	Undecided College	Processing Clerk for C & P Telephone	Needed Job	----
037	144	132	92	F	Teacher	Contract Examiner	Counselor's Influence	Sr. High School

TABLE I  
 INFORMATION FROM THE CUMULATIVE FOLDER AND QUESTIONNAIRE

Code	Chronological age in months	Mental age in months	Intelligence Quotient	Sex	Vocational Choice at Grade 8	Current Occupation	Source of Influence	Period of Influence
063	145	158	109	F	Social Worker	Social Worker	-----	Before Jr. High School
055	145	146	101	F	Nurse	Teacher	Interest Test, Sex Race	College
105	145	124	86	F	Nurse	Practical Nurse	Special talent, prestige of Job	Jr. High School
033	147	136	93	F	Teacher	Computing Clerk	Aptitude Test Advice of friend	Still Undecided
088	149	140	94	F	Teacher	Substitute Teacher	Teacher's influence, Interest Test, occupational information at the eighth grade level	Sr. High School

TABLE II  
THE CHRONOLOGICAL AGES OF PUPILS IN MONTHS

AGES IN MONTHS	NUMBER OF PUPILS
166 - 168	1
161 - 165	3
156 - 160	2
151 - 155	4
146 - 150	21
141 - 145	15
136 - 140	3
131 - 135	2
126 - 130	1
Total	52
Median	146.5
Mean	147
Standard Deviation	6.7

From the data in the above table, it can be shown that fifty percent of the pupils were above 146.5 months in age. The median was 146.5 and the mean was 147. The standard deviation was 6.7. Eighty-three percent of those studied had chronological ages between 140.3 and 153.7. The average eighth grade pupil was thirteen years old.

The California Test of Mental Maturity was given to the eighth grade pupils in September 1959 on the seventh grade level. The information in Tables II and III was made available from the results of the test.



The mental ages of four pupils were not given in their cumulative folders. The mental ages of thirteen were found to be below their chronological ages. This was twenty-five percent of the pupils. Table III shows that the median of the mental ages was 149 and the mean was 151.2. Seventy-one percent of the pupils studied had mental ages between 131.2 and 171.2.

Table IV reveals the pupils' intelligence quotients. The median was 103.5; the mean was 103 and the standard deviation 14.5. Seventy-three percent of the pupils had intelligence quotients between 88.5 and 117.5.

Four intelligence quotients were not recorded in the cumulative folders.

TABLE III

## THE MENTAL AGES OF PUPILS IN MONTHS

AGES IN MONTHS	NUMBER OF PUPILS
191 - 197	2
172 - 178	5
166 - 171	8
160 - 165	3
154 - 159	2
148 - 153	7
142 - 147	5
136 - 141	5
130 - 135	4
124 - 129	3
118 - 123	1
112 - 117	3
Total	48
Median	149
Mean	151.2
Standard Deviation	20

Note: The mental ages of four pupils were not determined because of insufficient information.

TABLE IV

## INTELLIGENCE QUOTIENT OF PUPILS STUDIED

INTELLIGENCE QUOTIENT	NUMBER OF PUPILS
126 - 133	3
120 - 125	4
114 - 119	4
108 - 113	9
102 - 107	5
96 - 101	9
90 - 95	7
84 - 89	4
78 - 83	1
70 - 77	2
Total	48
Median	103.5
Mean	103
Standard Deviation	14.5

Note: Four intelligence quotients were not given in the cumulative record.

Table V shows the level at which pupils' present vocations were influenced according to sex and the order of highest preference. Five of the fifty-two pupils did not respond to this question.

It can be shown that seventy-six percent of the vocational choices were made at the junior high level and above, with the majority at the college level.

Table VI shows factors which influenced the present vocational choices of these pupils according to sex and in order of the highest preference. All participants indicated a source of influence, most indicated two or more. Only three percent of the population indicated they had been influenced by the occupational or vocational information received at the eighth grade level.

TABLE V

## PERIOD OF VOCATIONAL INFLUENCES

PERIOD OF INFLUENCE	MALE	FEMALE	TOTAL	PERCENTAGE
College	8	9	17	36
Senior High	2	8	10	21
Junior High	5	4	9	19
Still Undecided	4	3	7	15
*During Military Service	2	0	2	5
Graduate School	1	0	1	2
Before Junior High School	0	1	1	2
Totals	22	25	47	100

\*Not listed on the questionnaire but given by 2 as a period of influence.

TABLE VI  
INFLUENCES OF VOCATIONAL CHOICES

INFLUENCES OF VOCATION	MALE	FEMALE	TOTAL
Advice of an adult working in the field	5	4	9
Advice of a friend	5	3	8
Aptitude Test results	5	2	7
Prestige of the occupation	5	2	7
Interest Test results	4	3	7
Race	5	2	7
Mother's influence	2	4	6
Father's influence	3	1	4
Teacher's influence	0	4	4
Counselor's influence	1	2	3
Special talent	1	2	3
Hobby	1	2	3
Occupational or vocational information received at the eighth grade	1	1	2
Sex	0	1	1
Other responses listed			
Rapid advancement	0	1	1
Occupational information received in college	0	1	1
Air Force	3	0	3
General interest in business	1	2	3
Salary	1	2	3
Forced to work	2	0	2
Reading books	1	0	1
Opportunity available	1	1	2
Personal choice	1	1	2

## Chapter VI

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

##### The Problem

The purposes of this investigation were as follows:

1. To determine if there is a significant difference in the current vocations of three hundred twenty-four pupils and the vocations chosen at the eighth grade level.
2. If there is a change to determine some of the factors affecting it.
3. To determine if it is feasible for pupils to make vocational choices at the eighth grade level.

##### Delimitations

The delimitations of the proposed research were as follows:

1. The study was designed to involve three hundred twenty-four pupils of Benjamin A. Graves Junior High School who made vocational choices during the school session 1960-61.
2. Mobility was an extremely important factor affecting the location of these pupils for the study.
3. Some pupils had become dropouts, most had moved because of renovations for the city coliseum, some were undecided as to a vocational choice, some did not respond to the questionnaire.
4. After a second notice only fifty-two pupils were used in the study.

### Research Methodology

1. Cumulative folders were studied to obtain background information and personal data on pupils.
2. A questionnaire was devised and mailed to pupils.

### Findings

This study revealed the following:

#### Data from the cumulative folders.

1. Fifty-two pupils were studied; twenty-four males, twenty-eight females, all Negro pupils.
2. Parents' socioeconomic status varied.
3. All pupils in the study were inner city pupils.
4. Fifty percent of the pupils were above 146.5 months in age.
5. The mean mental age of the pupils was 151.2 months.
6. The average intelligence quotient for pupils was 103.

#### Results of the Questionnaire Survey

1. There was seemingly no significant relationship between the chronological age, mental age, intelligence quotient or sex and the occupational and educational aspirations of these pupils or in the source of influence or period at which they were influenced.
2. Eighty-five percent of the males and eighty-seven percent of the females are currently in college or involved in professional occupations.



3. Seventeen percent of the males and fourteen percent of the females are currently engaged in occupations which they chose at the eighth grade level. This represents fifteen percent of the total.
4. Seventy-six percent of the pupils made vocational choices at the junior high level and above, with thirty-six percent at the college level. Five pupils did not respond to this question.
5. All participants indicated a source of influence. Most denoted two or more.
6. Three percent indicated they had been influenced by the occupational or vocational information received at the eighth grade level.

### Conclusions and Recommendations

On the basis of the findings of this survey on a follow-up study of fifty-two eighth grade pupils to determine the validity of their vocational choices ten years later, the following conclusions and recommendations appear to be warranted:

#### Conclusions

1. There was no significant relationship between the chronological age, mental age, sex, and intelligence quotient and the occupational and educational aspirations of these pupils.
2. Most of these pupils had high educational and occupational aspirations in spite of the socioeconomic background of some.

3. In most cases there was a negative correlation between the occupational choices made in the eighth grade and the current occupations.
4. All pupils indicated a source of influence in their making of a vocational choice. All but five indicated a definite period of influence.
5. A greater percent indicated the period of influence in making their vocational choices as junior high school to college.
6. The most frequently cited sources of influence were: advice of an adult working in the field, advice of a friend, aptitude test results, prestige of the occupation, interest test results, race, mother's and father's influence.
7. Pupils have not been exposed to enough educational and occupational information by the eighth grade to make a feasible vocational choice at the eighth grade level.

#### Recommendations

Since vocational interest is ultimately related to job satisfaction and mental well being it is imperative that parents, counselors, teachers and others involved in the development of pupils become more cognitive of the process of vocational decision making.

1. The pupil must be assisted to evaluate himself in terms of his potentials and talents. This should begin at the primary levels.
2. Pupils must be given more individual assistance in establishing a feasible course of action in their future planning.

3. Pupils must be exposed to a wide range of occupational and educational information.
  - a. teachers should make provisions in their course of study to devote more time to their particular fields and related ones.
  - b. a program should be devised whereby the child will be permitted to broaden his perspectives towards occupations through group sessions, personal interviews, fields and other experiences through his course of education.
4. It should be recognized that vocational choice is a process rather than a single event; that it takes place over a period of years; that it usually begins with knowledge of one's abilities, aptitudes, attitudes, interests, and achievement; and that there is a crystallization of this information into a self-concept. This should be coupled with the requirements and conditions of success, advantages, limitations, compensations, opportunities and prospects in different lines of work.
5. The writer highly recommends further research in this area in a more heterogenous situation involving a far greater population.

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**APPENDICES**



**APPENDIX A.**

**MATERIALS USED FOR OCCUPATIONAL UNIT STUDY**

**DURING A SIX WEEK PERIOD**

Benjamin A. Graves Middle School  
119 West Leigh Street  
Richmond, Virginia 23220

Dear Parents:

During the first 6 weeks of this semester we shall devote some time in our history classes to an occupational unit in which we help the pupils plan his job future. In order to make this planning worthwhile, we shall follow the program outlined below:

1. Study of vocations. Each pupil will make an extensive study of one vocation, using material from the school library, from the counselors' files, and from the Richmond Public Library. (Materials from the Public Library are loaned to the school and are available to pupils in their classrooms.) We know that the vocation the pupils choose now may not be his choice later. However, we think he will gain valuable information from his own report and from those made by other members of the class. We hope that the practice of doing research in the Library will be helpful.

2. Study of courses offered at local high schools and the Richmond Technical Center.

We suggest the following as your part in this project:

1. Help your child choose a vocation by giving him a broad view of many occupations through reading, study, and discussion.

2. Help him find someone in his chosen field with whom to talk.

3. See that he reads all he can find about his chosen field.

4. Encourage him to keep a record of his findings in order that he may give an intelligent oral report when the project is finished. The general outline to be followed will be given later.

5. See that he plans his time so that he can work with regularity and be ready for his oral report on time.

We appreciate your interest and help and hope that you will let us know of any problems that arise in planning with your child.

Cordially yours,

8th Grade History Teacher

PLANNING MY EDUCATION

- I. During the next few weeks with the help of my parents, school counselors, and my history teacher, I shall make a tentative plan for my choice of studies in high school.
- II. This plan will be of value to me in the following ways:
1. I shall get more out of school if I have a plan to follow.
  2. I am apt to be happy and successful if my program of studies is suited to my own abilities.
  3. I shall be better prepared to make a living if I plan my own course of study to prepare me for my chosen field.
  4. Planning now is necessary if I expect to continue my education beyond high school, especially if I plan to enter college.

FOUR NECESSARY STEPS IN PLANNING  
FOR EDUCATION AND MY LIFE WORK

STEP I. Study and analyze my own qualities.

1. Find out about my aptitudes and abilities, personality, character etc.
2. Learn how these qualities can be developed and used to best advantage.
3. Know my strengths and weaknesses.

STEP II. Study the fields of work in which people make a living.

STEP III. Match myself to the various occupations. Search for the kind of work best suited to me.

STEP IV. Plan my education.

1. Consider my own qualities, my aims, and my ambitions.
2. Consider the kind of work for which I want to prepare.
3. Investigate educational opportunities for young people to-day.
4. Make a 5 year plan which will be a foundation on which to build my choice of studies in high school

## HOW SCHOOL HELPS ME

- I. What are the eight important ways in which school helps me to become a useful citizen?
  1. In school we learn much that is of value to us all of our lives.
  2. School makes it possible for us to discover, test, and develop our aptitudes and abilities.
  3. Much general preparation is given in school for my future work, whatever it may be.
  4. I learn good sportsmanship and fair play, and to respect the rights of others.
  5. I learn good manners, how to make friends, how to get along with all kinds of people, and how to cooperate.
  6. I learn a sense of responsibility.
  7. I realize how important it is to obey regulations.
  8. I learn how to work hard and how to get a job done by a definite time, keeping at it until it is finished even though I may be tired and am no longer interested.
  
- II. How important is a high school diploma?
  1. A diploma will give me a much better chance of getting a job with a future and good wages.
  2. It contributes to my cultural interests and enjoyments and makes me a better citizen.
  3. Education trains me to think and reason well by developing my mind.
  4. The knowledge I gain in high school is essential in business and in all work.
  5. Those who quit school seldom come back and finish.
  
- III. Why will my employer be interested in my school record? What does it show about me that they want to know?
  1. What I was like in school is what I am apt to be like on a job.
  2. They will want to know whether or not I was industrious and thorough in my school work.
  3. They will want to know how long I went to school and whether or not I was regular and prompt in attendance.
  4. They will want to know about my character and personality.
  5. My employer will want to know whether or not I am a good leader and whether or not I took an enthusiastic part in school activities.
  6. My employer will want to know whether or not I want to learn. (This means the opportunity for a job training and advancement.)

## USING YOUR LEISURE TIME

### I. Why do we have so much leisure time to-day?

1. The work day has been shortened to about eight hours. The work week has been reduced to 5 or  $5\frac{1}{2}$  days.
2. Time saving inventions and improved methods of producing things enable people to do more work in less time thereby reducing working time.
3. People retire from their jobs at an earlier age than they used to because of pensions and old age benefits, such as Social Security.
4. In the United States the length of life is increasing.
5. Laws have been passed to limit the number of hours a person may work in order to protect workers.

### II. How can leisure time be of help to me?

1. It can give me interests.
2. It can give me valuable friendships.
3. It can give me a chance to discover and develop my aptitudes, and to find out about myself through leisure time activities.
4. It can contribute to my poise, self-confidence, and broaden outlook.
5. Some people spend much time in serving their community.
6. Some people use their time to gain more knowledge or skill for use on their job, or as preparation for a better job.
7. Some people find leisure-time activities in which they can express themselves.
8. I can use some leisure time to relax and refresh myself.

### III. What is an avocation?

1. An avocation is a hobby. The word really means "away from vocation"; work one does for the pleasure and satisfaction of doing it and not as a means of earning a living (Outlet for a high aptitude).
2. An avocation may be quite different from one's work. One's vocation may be another's avocation.

### IV. What are some of the different kinds of hobbies?

1. Art and Photography
2. Handicrafts
3. Household Arts
4. Pets
5. Talents and Entertainment
6. Sports
7. Collecting

### V. How can hobbies work for me?

1. A hobby may be a source of income.
2. Sometimes an avocation turns into a vocation.
3. If one cannot work at his vocation for some reason his avocation may provide the means of earning a living.
4. Hobbies give the many benefits of other leisure-time activities.

## FIELDS OF INTEREST

1. Personal-Social. This is a personal contact or service field. Examinees scoring high in this area like people and have a real desire to improve the lot of others. This may be expressed through interests in physical care, protection, personal attention, instruction, and counsel. The major occupational groups and items illustrative of each are as follows:  
1. Domestic Service 2. Personal Service 3. Teaching 4. Law
2. Natural. Interests and activities of an outdoor nature are reflected in this field. Examinees receiving a high Natural score can be expected to be interested in agriculture and in the protection of natural resources. Raising cattle, poultry, crops, and food products; the extraction of minerals; the care of forests; and fishing are included.
3. Mechanical. The examinee who is interested in taking things apart and putting them together scores high in this field. Curiosity about motors and machines and what makes them work is a primary factor. Also included are activities involving the use of tools of production and the use of mechanical principles to devise and design new machines and tools.
4. Business. Interests in all activities peculiar to the business world are grouped in this area. It includes business contact as well as business detail or office pursuits. The personal contact activities involved in this field differ from those of the Personal-Social Field in that the profit motive plays the predominant role. Thus selling, management, finance, distributive activities, secretarial and office work, banking, and investment pursuits are of interest to examinees who score high in Business.
5. The Arts. Interests in music, drama, literature, and art are reflected by high scores in this field. The desire to add to the esthetic qualities of life through such everyday activities as the arrangement of flowers and furniture in the home and attractive landscaping of the yard, as well as more creative artistic behavior, is reflected in the items keyed to the Arts Field.
6. The Sciences. Desire to understand and manipulate the physical environment in which we live is basic to this field. Use of experimental techniques in applied as well as pure science is reflected in these 40 items. Items involving research, invention, determination of cause and effect relationships, and controlled observation are found in this field.

5.

## TYPES OF OCCUPATIONS THAT MAY BE SUITABLE FOR EACH TYPE OF ABILITY

## I. Mechanical Reasoning

- |                        |              |
|------------------------|--------------|
| 1. mechanical engineer | 4. plumber   |
| 2. machinist           | 5. mechanic  |
| 3. electrician         | 6. carpenter |

## II. Language Usage

- |             |                |                |              |
|-------------|----------------|----------------|--------------|
| 1. minister | 4. advertising | 7. journalist  | 10. author   |
| 2. lawyer   | 5. stenography | 8. interpreter | 11. editor   |
| 3. teacher  | 6. secretary   | 9. proofreader | 12. reporter |

## III. Space Relations

- |              |                        |              |
|--------------|------------------------|--------------|
| 1. designer  | 4. dressmaker          | 7. decorator |
| 2. draftsman | 5. artist              | 8. inventor  |
| 3. architect | 6. building contractor |              |

## IV. Clerical Speed and Accuracy

- |              |                 |              |
|--------------|-----------------|--------------|
| 1. coding    | 4. auditor      | 7. typist    |
| 2. filing    | 5. bookkeeper   | 8. librarian |
| 3. secretary | 6. stenographer | 9. cashier   |

## V. Abstract Reasoning

- |                     |              |             |                  |
|---------------------|--------------|-------------|------------------|
| 1. F. B. I. Agent   | 4. lawyer    | 7. teacher  | 10. psychologist |
| 2. police detective | 5. scientist | 8. inventor |                  |
| 3. doctor           | 6. minister  | 9. judge    |                  |

## VI. Verbal Reasoning

- |             |             |                       |
|-------------|-------------|-----------------------|
| 1. minister | 3. teacher  | 5. interpreter        |
| 2. lawyer   | 4. salesman | 6. newspaper reporter |

## VII. Numerical Ability

- |               |                   |                         |
|---------------|-------------------|-------------------------|
| 1. accountant | 4. bookkeeper     | 7. statistician         |
| 2. cashier    | 5. credit man     | 8. scientist            |
| 3. banker     | 6. weatherman     | 9. laboratory assistant |
|               | 10. technician    |                         |
|               | 11. mathematician |                         |

6.

## QUESTIONS TO CONSIDER IN ANALYZING MYSELF

- I. Why is self-analysis the first step in intelligent planning for my life work and my education?
  1. I am more apt to be happy and successful in my work if I choose my occupation and plan my education to suit my own abilities.
- II. What are some reliable ways in which to find out about my real self?
  1. Examine my school record.
  2. Talk with my parents, school counselor, my teachers, and other trusted friends.
  3. Get a part time job.
  4. Take a standardized test, such as aptitude test.
  5. Consider my hobbies or other leisure time activities.
- III. What should I find out about my personality?
  1. Personality means the way you appear to other people—that is whether or not you are liked, trusted, and admired.
  2. What are some of the qualities that make a good personality?
    - (a) One should be liked, trusted, admired, have a pleasing appearance, good manners, honest, cheerful, have a good disposition, agreeable speaking voice, and the ability to get along with other people.
    - (b) One should have poise and ease of manner, self-confidence, consideration, good sportsmanship, and a good sense of humor.



## QUESTIONS TO CONSIDER IN ANALYZING MYSELF

- (c) The ability to get along with other people is one of the most important qualities, and many of those mentioned before give you that ability.

IV. How can examining my aptitudes help me in planning for my life work and my education?

1. Aptitudes are natural skills or talents?
2. Finding my aptitude will show me what I am best in and what I want to do for my life work.
3. I should discover and examine my aptitudes in order to develop them and use them to the best advantage in my work.
4. There are many different kinds of aptitudes. Some of them are:
  - (a) Academic Aptitude - skills in learning from books; skills in various school subjects.
  - (b) Mechanical Aptitude - skill in using hands.
  - (c) Musical Aptitude - skill in using hands.
  - (d) Artistic Aptitude - skill in using hands.
  - (e) Business Aptitude - clerical, accounting, management, salesmanship.

## FURTHER EXAMINATION OF MY APTITUDES AND ABILITIES

I. What is the difference between aptitude and ability?

1. A person's aptitudes are his natural skills that make it easier to know how to do some things better than others.
2. One's ability is a combination of this aptitude for that field and his education and experience in it. Your abilities are what you are able to do with your aptitudes.
3. A person might have an aptitude in a field, but would not be able to do anything in it, because he hasn't developed his aptitude or made it an ability.

II. Could a person make a high rating on an aptitude test and a low one on a general intelligence test?

1. Yes, a person could, because he might be very good in that one field, but have very low aptitudes on other things covered by the intelligence test, and this would pull his average down.

III. Rate yourself superior, average or low, according to your judgment of yourself on the following abilities:

- |                                |                     |
|--------------------------------|---------------------|
| 1. academic ability            | 5. ability in music |
| 2. ability to work with things | 6. ability in art   |
| 3. physical strength           | 7. clerical ability |
| 4. ability to work with people |                     |

PERSONAL INVENTORY  
Study efficiently? Check yourself

Write yes or no after each question. Each yes answer counts ten points. A total score of 80 is above average. If your score is below 80, you should adopt a more efficient study plan and use a time budget.

1. I keep alert in class and listen to my teacher. \_\_\_\_\_
2. I use my notebook in class and while studying. \_\_\_\_\_
3. I jot down all homework and study assignments. \_\_\_\_\_
4. I have a good, quiet place to study at home. \_\_\_\_\_
5. I budget my time and follow a study pattern. \_\_\_\_\_
6. I stick to my study and homework schedule. \_\_\_\_\_
7. I make full use of all study periods at school. \_\_\_\_\_
8. I try to start and finish my homework on time. \_\_\_\_\_
9. I'm trying to succeed in school and life. \_\_\_\_\_

Are You Working to Full Capacity? Check yourself

If most answers are no, you're hurting yourself by not trying hard enough.

1. Give every course your best effort? \_\_\_\_\_
2. Use free periods at school for study? \_\_\_\_\_
3. Study efficiently so as to get all work done? \_\_\_\_\_
4. Get all written assignments in on time? \_\_\_\_\_
5. Try to do more in school than is required? \_\_\_\_\_
6. Take stock occasionally of your progress in school? \_\_\_\_\_
7. Talk over scholastic problems with school officials? \_\_\_\_\_
8. Prepare constantly for your career after graduation? \_\_\_\_\_
9. Avoid distractions which interfere with school work? \_\_\_\_\_
10. Keep your mind on the job at hand? \_\_\_\_\_

Living Fully? Check yourself

Write Yes or No after each question. Each yes answer counts ten points. If your score is below 80, there is plenty of room for improvement.

1. Do you read good books regularly? \_\_\_\_\_
2. Do you seldom become bored and disgusted? \_\_\_\_\_
3. Do you choose activities which interest you? \_\_\_\_\_
4. Are you brave enough to be different? \_\_\_\_\_
5. Have you a hobby that really interests you? \_\_\_\_\_
6. Do you keep up with current affairs? \_\_\_\_\_
7. Do you make worthy use of your spare time? \_\_\_\_\_
8. Do you try to talk about important matters? \_\_\_\_\_
9. Do you seek the friendship of interesting people? \_\_\_\_\_
10. Are you eager to live a rich, full life? \_\_\_\_\_

Check yourself - Answer yes or no. If at least six of your answers are yes, your personality is above average.

## PERSONAL INVENTORY

Study efficiently? Check yourself

Do you:

1. Get along well with your parents and other adults? \_\_\_\_\_
2. Find something interesting in most of your classes? \_\_\_\_\_
3. Find that your teachers usually seem satisfied with what you do? \_\_\_\_\_
4. Practice courtesy, modesty, and good manners at all times? \_\_\_\_\_
5. Find it easy to talk and get along with other young people? \_\_\_\_\_
6. Take suggestions regarding your personal improvement? \_\_\_\_\_
7. Take a realistic view of your good and bad points? \_\_\_\_\_
8. Consider the other person's feelings and wishes? \_\_\_\_\_

10.

## SOME SUGGESTED AREAS FOR EXPLORING THE WORLD OF WORK

1. Relationship of school subjects to jobs
2. Where to get advanced training
3. How to locate job openings
4. How to complete applications forms
5. How to act during an interview
6. Getting ahead on the job
7. Classification of jobs
8. Employment trends
9. Potential earning power based on education and training
10. Terms commonly used
  - a. White - collar job
  - b. Blue - collar or blue shirt job
  - c. Blind - alley job

WHICH COURSE SHALL I CHOOSE  
 ????? ???? ???? ? ???? ?

COURSE	REQUIREMENTS	ABILITY AND APTITUDES	VOCATIONAL INTEREST
<p>I. ACADEMIC</p>	<p style="text-align: center;">U N I T S</p> <p>5 English            4 Mathematics            3 Science            3 Foreign Lang.            4 History            1 Physical Ed.            3 Electives</p> <p><u>ELECTIVES INCLUDE</u></p> <p>Music            Physics            Art             S. Geom.            Home Ec.       Trig.            Lang.           Speech            Typing          Ind. Arts            Chemistry      Dramatics            World History            Journalism</p>	<p>Above Average mental ability and intelligence</p> <p>Above Average Grades</p> <p>Excellent study habits</p>	<p>Surgeon            Dentist            Optometrist            Pharmacist            Minister            Linguist            Diplomat            Designer            Psychologist            Engineer            Chemist            Mathematician            Nutritionist            Accountant            Therapist            Hospital Adm.            Prof. Nurse            Metallurgist            Chiropractor</p> <p>Lawyer            Chiropodist            Teacher            Dietitian            Social Worker            Journalist            Musician            Toxicologist            P. E. Director            Physicist            Biologist            Food Analyst            Counselor            Architect            Physician            Meteorologist            Astronaut            Veterinarian</p> <p style="text-align: center;">AND THOUSANDS OF OTHER            PROFESSIONAL CAREERS</p>
<p>II. BUSINESS</p>	<p style="text-align: center;">U N I T S</p> <p>5 English            3 Mathematics            4 History            3 Science            3-5 Business            1 Physical Ed.            4 Electives</p> <p><u>COURSES OFFERED INCLUDE:</u></p> <p>Typing - 2 years (req)            Shorthand - 2 years            Bookkeeping - 2 years            Clerical Prac. - 1 yr.            Business Law and Office            Machines - 1 yr.            Business English            Business Arithmetic            and other electives            in General Program</p>	<p>Clerical Aptitude and computational skills</p> <p>Average and above average intelligence</p>	<p>Bookkeeper            Sales Clerk            File Clerk            Typist            Stenographer            Secretary            Business Machines Operator            Business Manager            Shipping Clerk            Bank Teller            Insurance Agent            Real Estate Agent            Small Business Operator</p>

COURSE	REQUIREMENTS	ABILITY AND APTITUDES	VOCATIONAL INTEREST
III. GENERAL	U N I T S  5 English 3 Mathematics 4 History 3 Science 1 Physical Ed. 4 Field of Specialization  THREE ELECTIVES WHICH INCLUDE:  Art Music Typing Physics Speech Ind. Arts Language Chemistry World History Journalism Dis. Ed.	Above Average Intelligence for some Occupations  and  Average to below average for others  For some Careers, Mechanical Aptitude  For others, Manipulative Skills	Machine Operator Maid Printer Taxi Driver Mechanic Truck Driver Plumber's Helper Laundress Draftsman Model Radio Repairman Gardner TV Repairman Bellman Electric Work Custodian Sheet Metal Work Cafeteria Worker Welder Deliveryman Cook Messenger Waitress Postman Housekeeper Practical Nurse Policeman Sign Painter Fireman Seamstress Salesman Beautician Chauffeur Bricklayer Sales Clerk Receptionist Switchboard Factory Worker Operator  AND THOUSANDS OF OTHERS

UNITED STATES HISTORY 8

NAME \_\_\_\_\_

OCCUPATIONAL UNIT

PERIOD \_\_\_\_\_

CAREER OUTLINE

DATE \_\_\_\_\_

1. List the career you have selected. \_\_\_\_\_
2. Do you plan to finish Middle School? \_\_\_\_\_  
High School? \_\_\_\_\_ College? \_\_\_\_\_  
If other, please list. \_\_\_\_\_
3. Why do you believe that you would like to have the above occupation?  
Please answer before your research is made.  
\_\_\_\_\_  
\_\_\_\_\_
4. What education or training is necessary for this occupation?  
\_\_\_\_\_  
\_\_\_\_\_
5. What specific subjects should be taken in high school to make you  
eligible for such a career?  
\_\_\_\_\_  
\_\_\_\_\_
6. What are the responsibilities or duties that a person has in this career?  
\_\_\_\_\_  
\_\_\_\_\_
7. What hours would a person in this occupation be required to work a week?  
\_\_\_\_\_  
\_\_\_\_\_
8. How much salary could a beginning worker on this job expect to receive?  
(A week, or a month, or a year?)  
\_\_\_\_\_  
\_\_\_\_\_

UNITED STATES HISTORY 8

NAME \_\_\_\_\_

OCCUPATIONAL UNIT

PERIOD \_\_\_\_\_

CAREER OUTLINE

DATE \_\_\_\_\_

9. What are the opportunities for advancement in this career?

\_\_\_\_\_  
\_\_\_\_\_

10. Fringe Benefits

A. How much vacation does a worker receive? \_\_\_\_\_

B. Does this job offer a health insurance plan for its employees?\_\_

C. Does this job offer an employee retirement plan?\_\_\_\_\_

D. How many sick-leave days would an employee be entitled to?\_\_\_\_\_

11. After you have conducted your research, tell whether or not you would still be interested in having this job as a career and explain why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



PROGRAM PLANNING

NAME \_\_\_\_\_ HOMEROOM NO. \_\_\_\_\_

DRAW A LINE THROUGH THAT WHICH DOES NOT APPLY TO YOU:

1. I (do, do not) plan to finish high school.
2. I (do, do not) plan to attend college.
3. My ambition is to be a \_\_\_\_\_.
4. Diploma desired \_\_\_\_\_.

SUBJECTS - FALL SEMESTER (19 )	GRADE	SUBJECTS - SPRING SEMESTER (19 )
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.
GRADE 9		GRADE 10
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.
GRADE 11		GRADE 12
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.

Benjamin A. Graves Middle School  
119 W. Leigh Street  
Richmond, Virginia 23220

Dear \_\_\_\_\_;

We are sending you a plan of study for your child \_\_\_\_\_

\_\_\_\_\_. This plan is to be a guide for his/her  
high school subjects and may be changed only with your written consent  
after you and your child have had a conference with his/her counselor.

\_\_\_\_\_ is required to have 25 units to  
complete his/her high school course of study. Please sign the plan and  
return the form to us tomorrow.

Respectfully yours,

**APPENDIX B**

**QUESTIONNAIRE AND ACCOMPANYING LETTER**

Richmond, Va. 23229  
8320 Ridge Road  
April, 1971

Dear Former Student of Graves Jr. High School:

Over the years that have passed since your graduation from Graves Jr. High, continuous attempts have been made to improve all aspects of the school program. I am interested in evaluating aspects of the guidance services. The worth of my study depends entirely upon your willingness to answer a few questions which I have included in a questionnaire.

This questionnaire is part of a research study concerning vocational choices made by pupils at Graves on the eight grade level. The primary purpose is to determine if the vocational choice made at this level changes and, if so, factors which contribute to the change.

On the following page you will find six questions. There are no "trick" questions. All that is asked is that you try to answer as honestly as possible. I would appreciate it if you would take a few minutes to complete the questionnaire and return it to me in the self-addressed, postage paid envelop which is provided. Under no circumstances will your responses be made available to anyone. All information will be held in strict confidence and will be utilized to assist in my research project on vocational choices. Please return this questionnaire by May 4, 1971.

In advance, I wish to thank you for your participation in this study. I believe you will find it both stimulating and interesting.

Thank you.

Jean L. Fountain

JLF:gs  
Enclosure

1. What is your current occupation? \_\_\_\_\_
2. If you are classified as a student, What occupation do you plan to pursue? \_\_\_\_\_
3. As best as you can remember, is this the choice you made at the eight grade level?  
Yes  No
4. If the answer to No 3 is yes, why did you choose this to be a future occupation? Please check list b below.
5. If the answer to No. 3 is no:
  - a) When did you make a choice? Please check list a below.
  - b) What factors influenced your choice? In list b please check one or more reasons.

- LIST a
- WHEN DID YOU CHOOSE YOUR PRESENT VOCATION
- A. Before Junior High School
  - B. Junior High School
  - C. Senior High School
  - D. College
  - E. Graduate School
  - F. Still undecided

- LIST b
- REASONS FOR YOUR ANSWER IN NO. 4 or 5
- A. Mother's influence
  - B. Father's influence
  - C. Occupational or Vocational information received at the eighth grade level
  - D. Teacher's influence
  - E. Aptitude test results
  - F. Interest test results
  - G. Counselor's influence
  - H. Advice of a friend
  - I. Advice of an adult working at a particular field
  - J. Special talent
  - K. Your sex
  - L. Your race
  - M. Prestige of the occupation
  - N. Hobby
  - O. If none of the above list other influence \_\_\_\_\_

6. Are you a male  or a female ?

TO : FORMER STUDENT OF GRAVES JR. HIGH SCHOOL - DATE: 6/1/71

FROM: JEAN L. FOUNTAIN

In April you were mailed a questionnaire concerning your vocational choice and were asked to respond by May 4. Since your reponse is so very important to my research study, I am pleading that you will reconsider and mail it in by June 7, 1971. In the event you have misplaced your copy I am enclosing another.

Thank you in advance.

**APPENDIX C**

**PHILOSOPHY OF THE GUIDANCE DEPARTMENT**

## GUIDANCE DEPARTMENT

Due to the complexities of living in an age of automation and specialization, along with the rapid tempo of modern urban life, individual problems of boys and girls have increased in depth and number. It is recognizable that these young people need assistance in helping them face and solve their problems adequately.

Guidance, like education, is a necessary, continuous process of growth which begins prior to birth and ends only with death. It is based on the general philosophy that no two individuals are alike. The purpose of guidance is to provide services to help all individuals develop an understanding of themselves and to encourage them to make the best of their potential.

### I. WHAT IS DESIRABLE?

- A. The organization and administration of guidance program is based upon sound principles of child growth and development and the philosophy of learning that respects the dignity and worth of the individual.
- B. The modification of pupil behavior and/or environment so that the pupil may fully utilize his abilities, develop his potential and live harmoniously in his social relationships.
- C. The recognition of guidance as a comprehensive process which involves the curriculum, all educational personnel, pupils, parents, and community resources.
- D. Recognition that guidance services continuously serve all youth, not merely the maladjusted, in ways which will help to foster their best growth.
- E. Organization of the department to deal not only with serious problems after they arise but also with their cause, prevention and solution.
- F. A Guidance Department whose members are professionally competent and who operate under the same philosophy as that of the school for the total adjustment and development of the student.
- G. Counselors who have the personal qualifications for the development of desirable working relationships with people in the school and community and who have ethical professional attitudes in providing guidance services and in handling confidential information.



**APPENDIX D**

**DELIMITATIONS OF THE NUMBER OF PARTICIPANTS**

## DELIMITATION OF THE NUMBER OF PARTICIPANTS

Attended Graves eighth grade 1961	324
Withdrawn	78
Not located in files	51
Mailed	<u>195</u>
Total	324
Returned address changed	64
Returned responses	52
Not returned	<u>79</u>
Total	195

## VITA

The investigator, Jean Lankford Fountain daughter of Elsie Curtis Lankford and the late Robert Lankford, was born August 25, 1942 in Richmond, Virginia.

She received her public school education in Henrico County and was graduated in 1960 from Virginia Randolph High School. In 1964, she received a Bachelor of Science Degree in Biology Education at Virginia Union University and has done additional study at Virginia State College and Virginia Commonwealth University. From 1967, and 1970 to 1971, she took graduate work at the University of Richmond Summer School.

In 1965, she was married to Aubrey Woolworth Fountain, Jr. of Richmond, Virginia. They have a son Aubrey Woolworth Fountain III, born in 1968.

She is a teacher of Science at the Benjamin A. Graves Middle School Richmond, Virginia, and a member of the National Education Association, Virginia Education Association, Richmond Education Association, Young Women's Christian Association, National Science Teacher's Association, National Association for the Advancement of Colored People and the Providence Park Baptist Church in Richmond, Virginia.