A Study of Constancy in the Vocational Choices of Certain Sixth Grade Pupils.

by

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Moreover, he wishes to express his grateful appreciation to his wife, Velda Rowlands Nanninga, who, through her encouragement and untiring efforts in assisting with the tabulating of the data, has contributed in a large measure to the completion of this study.
To My Wife,

Velda Rowlands Nanninga
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Chapter I.

INTRODUCTION.

Vocational Guidance as an experimental practice is relatively new. The movement started in Boston where the efforts of Professor Frank Parsons in vocational counseling resulted in its origin. According to Fordyce, "Vocational guidance includes a study not only of vocations but of the interests and aptitudes of young people ambitious to enter some gainful occupation". (1)

It is obvious that there are many aspects of vocational guidance. In this thesis the writer is interested chiefly in the constancy of vocational choices of sixth grade children. It may be that the results of a study of sixth grade children will be in a general way applicable to many school children. (2)

By constancy of vocational choice is meant the extent to which the results of two successive testings given

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2. In his book, "How to Measure in Education", William McCall used sixth grade pupils who were twelve years old as a basis for standardizing tests, since he thought this group the most representative of elementary and high school children.
to the same group on the same day are similar. The procedure for securing the data is suggested by Fowler D. Brooks in his discussion of adolescent interests.

The writer will attempt to discover whether constancy of vocational choice is characteristic of school children. He purposes to give Lehman's Vocational Attitude Quiz to an unselected group of sixth grade pupils, using the same group and the same test twice on the same day. From a comprehensive and catholic list of two hundred occupations the children will be asked to check only those in which they would be willing to engage as a life work. The same children will indicate also the three occupations which they would like best to follow; then, the one occupation which they most likely will follow; then, the three occupations which they judge to be the best money-makers; the three occupations which they believe to be most respected; and the three occupations which they believe will require the least amount of work.

The data will be treated separately for the sexes. Sex differences in the nature of items chosen and the frequency of specific choices will be ascertained. The writer purposes to tabulate the data, and from the results formulate his conclusions without bias and reference to the results of related studies. The object of this study is to determine whether or not unselected sixth grade pupils manifest constancy in their vocational choices, and whether marked sex differences exist.
Chapter II.

RELATED STUDIES.

A number of studies have been made relative to the vocational and other interests of school children. Efforts have been made to obtain a starting point for vocational guidance as well as to reveal significant characteristics of children.

Recently a joint study was made by Harvey C. Lehman of Ohio University and Paul A. Witty of the University of Kansas in which a pre-test for courses in vocational guidance was introduced. They admit the prevailing concept that with the aid of a pre-test the teacher may diagnose with some value the pupils' needs prior to instruction. When this method is employed, diagnosis precedes instruction and instruction is modified or adapted to meet specific needs. What is applicable to teaching should also be applicable to vocational guidance. Lehman and Witty describe a technique which is designed to reveal the pupil's interests and abilities in a thorough fashion. This technique is the Lehman Vocational Attitude Quiz which is simply a device to be used in obtaining information regarding pupils' attitudes toward certain vocations.

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While by no means a complete and adequate instrument for vocational counseling, the technique may be employed, first, as a pre-test for use in courses in vocational guidance, and second, as a help in directing the student's attention to the fields of employment which he may enter profitably.

The Lehman Attitude Quiz obtains quickly and efficiently data, not only for individuals, but also for classes or school groups. Tabulation of the group results from such a practice has numerous values, and may be used in courses in vocational guidance. When given at the beginning of a period of instruction and again at the close, the technique will reveal changes in attitude that have been effected during the period of instruction.

Many children are changeable in their occupational interest. It seems reasonable, however, that the child knows better than anyone else his present attitude toward a given vocational pursuit. According to Thorndike (1, there is some evidence that the attitudes of early childhood are not meaningless and that some of the early attitudes are relatively constant features of personality.

Lehman and Witty believe that repeated administration (2.

of the Vocational Attitude Quiz is necessary to identify
with reasonable certainty the attitudes of the child.
The child must learn to differentiate between his more
permanent attitudes and his passing fancy or whim. The
vocational counselor must evaluate the various interests
of the child in terms of the child's ability, and also in
terms of the permanence of interest. Interest alone is
an insufficient criterion upon which to base the selection
of one's life work. One would suppose that interest and
ability are closely associated but this seemingly is not
the case. Studies by Bridges and Collinger (1.
and by Uhrbrooke show that interests are not highly
(2. correlated with abilities. Consequently interest does
not appear to be highly indicative of ability and interest
and ability should be measured separately. McCall (3.
states that Thorndike would undoubtedly subscribe to the
latter half of the conclusion of Bridges and Collinger.
Along with interest, therefore, individual aptitude and
ability must be taken into account.

The measurement of intelligence has been found to be
an inadequate criterion for vocational guidance. (4.

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   Between Interests and Abilities in College Courses".
2. Uhrbrooke, R.S.: "Interests As an Indication of Ability".
   501.

(Footnotes to this page continued on page 7)
Analysis of the army test scores showed that although the median scores of the various occupational groups differed, the overlapping of ability among members of the various groups was so great that it would be unjustifiable to attempt to use the intelligence score singly or reliably as a criterion for vocational guidance. It is probable that intelligence scores may be used to determine the range of occupations to which the child may aspire with a reasonable chance of success.

The specific occupation chosen by a child should be based upon his intrinsic interest, his specific ability and his general ability. Factors such as social prestige, money, likes, and dislikes should not be permitted to dominate, but should be evaluated by the vocational counselor. While as yet there is available no simple standardized means for identifying individual interests, nevertheless, frequent administration of the Lehman Vocational Attitude Quiz, with subsequent analysis of results, may secure data which, if wisely used, will aid materially in securing maximum occupational success.

(Footnotes on this page continued from page 6)


David L. Mackaye, Educational and Vocational Counselor of Tulare Union High School District, California, made a study of the fixation of vocational interests using the case-study method among some of the pupils in a guidance system. Some of his important conclusions are summarized as follows:

1. The type of interest exhibited by a child is not indicative of the degree of his intelligence.

2. A fixation of interest occurs in the development of the personality earlier in a low type of mentality than in a high type. The determining influences are the reactions of the personality to the environment.

3. The interests of a child do not constitute a proper basis for his educational or vocational guidance.

4. Vocational talks given to pupils have little influence upon their subsequent vocational decisions.

It should be noted that Mackaye's second and third conclusions are highly pertinent in the study of the present writer.

Mackaye found also that the fixation of vocational interests usually depended upon the previous experience of the subject. In one phase of his study, which involved

twenty-one children, he found that the response to any idea presented was in proportion to the ability of the children to recall a similar idea from past experience.

It has always been a recognized principle in education that the boy who has a definite interest in some form of life activity will make better progress throughout his school career and in his occupational life than the boy who is drifting. The important thing to remember is that the boy should have an interest of some kind, and the difficult problem is how to develop this interest. To permit a boy's whim or fancy to be the deciding factor in the choice of a career presents a grave danger. Just at present there are many boys (and girls, too) who are interested in aviation. There is no doubt that in the future there will be available many opportunities for careers in such work, but the boys must have certain abilities, plus the proper educational environment, to bring success in such work.

Through the questionnaire method, Douglass sought to gain information regarding the vocational

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interests of high school seniors. This study was conducted in the State of Washington and responses were received from 1,658 girls and 1,186 boys. The purpose of this study was to obtain the students' reaction to the following:

1. Their prospective trades, occupations, or professions.
2. Reasons for choice.
3. Factors of assistance in reaching the decision.
4. Means employed by students to learn about the callings decided upon.
5. Whether there had been a change of mind regarding the callings and reasons therefor.

A diagnosis of the data may be summarized as follows:

1. The prospective occupation, trade, or profession.

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<td>Girls %</td>
<td>36.7</td>
<td>10</td>
<td>16.6</td>
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<td>Boys %</td>
<td>1.5</td>
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Among girls overcrowding of occupations is in stenography and clerical work. Among boys overcrowding of occupations is in law and perhaps medicine. Among boys too many aspire to follow engineering, too few choose agriculture and ministry.
2. The main reasons for choice of occupations in order of merit are:
   a. The general impression that the occupation offers advantages and is attractive.
   b. Fitness for the occupation.
   c. Financial returns.
   d. Opportunities for service.
   e. Knowledge from experience of fitness for the occupation.

3. Factors of importance in reaching a vocational decision in order of their importance are:
   a. Knowledge gained from relatives and friends engaged in the occupation.
   b. General information from various sources--readings, experiences, speakers, trips.

4. Means employed by students to learn about the calling decided upon are as follows:
   a. Gathering information from various sources.
   b. Getting knowledge from relatives and friends engaged in the occupation.
   c. Reading books, magazines, etc.
   d. Using vacation for work.

Douglass found that a total of 79 per cent expressed their intention of continuing their education. A
follow up questionnaire revealed that 59 per cent actually continued school work. Of those planning to begin wage earning upon graduation from high school, 58 per cent did not expect to remain permanently in the lines of work they designated as those which would immediately engage their efforts. The exceptions here are those who expected to enter the fields of stenography and farming.

Witty and Lehman made a study of sex differences (1. in attitude toward school work. Their report states that girls obtain better marks in school work, fail less often, and experience a smaller percentage of elimination than boys. Teachers' subjective estimates often place girls above boys but objective examinations show the difference to be very slight. But in general evidently girls have a stronger liking for school activities than do the boys. Perhaps the attitudes also effect the girls' excessive preference for teaching as a life endeavor. In 6,000 pupils in the public schools of Topeka, Kansas, about thirty per cent of the girls of ages 8½ to 17½ inclusive, stated they would be willing to engage in teaching as a life work. Only a very small per cent of the boys indicated that they would consent to engage in teaching.

Franklin found that girls' occupational choices (2. *------------------

were much more permanent than were those of the boys. He explained this sex difference as due to the greater restriction of occupational opportunities for girls. Since girls choose only a very limited number of occupations in the first place, they have less opportunity for change than do boys. Such findings suggest that girls should show a greater degree of constancy in vocational choices than boys.

In a similar study Willett studied the responses (1) of about three hundred high school pupils. Among other questions the following were asked: (1) What subject that you have had in high school or seventh or eighth grade do you most prefer? (2) What is your second choice? (3) What subject did you most dislike? (4) What do you expect to make your life work?

The above questions were asked on March 23, 1916. Because the younger pupils seemed much more certain of their choices of future occupations than did the older ones, Willett thought that the reports of the younger subjects might be temporary feelings only. He therefore repeated his study on March 23, 1917. The following findings appear significant:

1. The results are greatly in contrast to those reported from the experiments of recall on the part of college students.

2. Pupil interest in this study of approximately 300 pupils appears to have been decidedly lacking in permanence.

3. In a later study both the preferred and the most disliked subjects failed to show any marked constancy in the reports of the pupils.

It would naturally be supposed that older students would manifest greater stability of occupational choice than younger ones. If, as some studies tend to show, interests are relatively permanent, one would surely expect college students to manifest considerably stability of vocational interest. In this connection McHale's (1) study is pertinent. McHale studied 133 Goucher College women (juniors) in January, 1922. The latter were given a list of vocations open to college women and each was asked to underline five occupations in order of preference. In January, 1924, a follow-up questionnaire was sent to each individual who had taken part in the earlier investigation. Choice of vocation was relatively unstable.

During the two year period 24.8 per cent changed their first choice and 40.6 per cent changed their second choice. At the time of the second investigation only 24 per cent reported that they were pursuing their first choice, 27.8 per cent reported that they were pursuing their second choice, and 20.3 per cent reported that they were pursuing vocations not listed in their original reports. McHale points to the fact that some of these women are probably still uncertain as to their permanent selections and that, whether they are or not, report is probably not a very reliable or constant index of vocational interest.

The study of Proctor throws some additional light (1. on the problem of permanence of interest. Proctor studied the vocational ambitions of 930 pupils in eight high schools. He found that over 60 per cent of the high school pupils aspired to join the ranks of the professional class while, according to the United States census, less than five per cent of the gainful workers of the country belong to that class. Even though it be admitted that the high school represents a rather highly selected group of young people, it is clear that 60 per cent of the students

could not find places for themselves in the professional field. Furthermore, Proctor observed that vocational opportunities, as shown by the United States census reports, are just above the reverse of the distribution of high school pupils' occupational choices. For example, it was found that although agriculture and the mechanical and industrial arts engage the energies of 61.1 per cent of the gainful workers in the United States, only 8.8 per cent of the high school pupils had ambitions looking toward these fields.

Proctor's study evidences the fact that sheer lack of opportunity will probably compel many high school pupils to take up occupations other than those preferred. His findings are substantiated by those of Douglass reported earlier in this chapter. It is obvious that, whether or not choices change, many of the pupils studied by Proctor and Douglass will find it necessary to enter occupations other than those they prefer. It has been found over and over again that pupils of junior and senior high school ages are ambitious to enter occupational fields in which they simply will not be able to obtain placement. Lehman and Witty cite summaries of several (1.

studies which indicate that, whether or not the choices change, many high school pupils will find it necessary to enter occupations other than those they prefer. It may be change in opportunity rather than change in preference that effects such results.

There is some evidence which suggests that the choices and the preferences of pupils change from year to year. This gradual modification is revealed in the findings of Willett and McHale. The same is revealed in the findings of Lehman and Witty. Their study was made in 1927 and included 3286 girls and 3254 boys who were school children in Topeka, Kansas. These children ranged in age from 8½ to 18½ inclusive. From a comprehensive and catholic list of 200 occupations these children were asked to check only those in which they would be willing to engage as a life work. This list was composed of a representative sampling of occupations including endeavors as widely different in nature as "cowboy", "aviator", "stenographer", and "movie actress". The data were assembled separately according to sex, and tables were prepared showing the percentages of children of various ages who reported that they were willing to engage in each occupation as a life work. Some results of their study are shown in the following table.
Table I shows the percentage of children of various ages who reported that they would be willing to be cowboys and cowgirls. With increased maturity it is clear that fewer boys and girls are willing to engage in this type of work as a life occupation. It seems reasonable that the boys who are now eight and ten years of age will change in attitude as they become more mature.
similar tendency to change is indicated by the girls. From this and similar findings for other occupations, Lehman and Witty concluded that the eight and ten year old children included in their study will not manifest relative permanency of occupational interest.

Franklin asserted that he had discovered a very high degree of permanency over a period of one year; that two children out of every three clung to the same vocational choice preference at the end of the year that they had at the beginning. Reference to Table I reveals that at age $13\frac{1}{2}$ thirty-eight per cent of the boys asserted that they were willing to become cowboys. At age $14\frac{1}{2}$ twenty-four per cent of the boys asserted their willingness to become cowboys. If these figures in the table represent the situation as it will exist from year to year then approximately two-thirds of the $13\frac{1}{2}$ year old boys who want to become cowboys will continue to cling to this notion one year later. This is in agreement with Franklin's findings. A further inspection of the table shows that at age $8\frac{1}{2}$ sixty-four per cent of the boys were willing to become cowboys while at age $18\frac{1}{2}$ only four per cent asserted such a willingness. Assuming that the present $8\frac{1}{2}$ year old children would ten years later respond as do the present $18\frac{1}{2}$ year old children one arrives
at the conclusion that the vocational choices of children are lacking in constancy.

Not only do unselected children evidence a lack of constancy but it has been found that gifted children likewise manifest a lack of constancy in their responses regarding vocational preferences. This is shown in a study by Paul A. Witty of the University of Kansas. (1. Witty presents data relative to fifty gifted children having intelligence quotients ranging from 140 to 183 based on the Binet-Simon test. Data were gathered in the years 1929-1930. Regarding this phase of the study, Witty states:

"Perhaps no phase of development is more changeable than that reflected in the vocational ambitions and preferences of growing children. Five years after the first study was completed the children were questioned again regarding vocational preference. This time, each child was asked to check from a catholic list one occupation which he thought he most likely would enter. During the five year period a fixation of interest occurred. Forty-five per cent of the boys are now looking forward to the professions or science, sixteen per

cent to law, and ten per cent to writing. Two boys only indicated that they desired to become teachers. Forty per cent of the girls however expressed the wish to become teachers, and thirty per cent, stenographers or secretaries.

The occupational preferences cover a wide range; the range, however, is considerably smaller now than it was five years ago. Sex differences at the present time are conspicuous and significant, and the boys choose more often than the girls occupations which demand a high degree of intellect."

A summary of the findings given above, and other, related studies lead to the following conclusions:

1. Some writers believe early interests are rather stable features of an individual's constitution and are symptomatic of abilities. Among such writers are Thorndike, King, and Adelstein.

2. Others, however, believe that children are highly changeable in their occupational interests and reflect a lack of permanence of interest in their vocational choices. Among such are Witty, Lehman, Willett, Douglass, and McHale.

3. Intelligence ratings correlate only loosely with vocational interests of children. Witty and Lehman found that analysis of the army test revealed that the over-
lapping of ability among members of the various groups was so great that it would be unjustifiable to attempt to use the intelligence score singly or reliably as a criterion for vocational guidance.

4. Several writers believe that the interests of children do not afford a very reliable index for vocational and occupational guidance. Indeed the interests of children are not indicative of their abilities. This has been found by Bridges and Collinger.

5. Many writers believe that girls exhibit a greater degree of constancy in their occupational interests than do boys but adequate proof of this has not been established. The hypothesis has been set forth by Franklin and Willett.
Chapter III.

SPECIFIC FIELD OF THIS STUDY.

The purpose of this study is to determine the constancy of vocational choices as evidenced by certain responses to the Lehman Vocational Attitude Quiz.

Specially, the writer purposes:

I. To determine the number of items chosen by one hundred sixty-eight sixth grade pupils (84 girls and 84 boys) at two quizzes given on the same day. The choices signifying those occupations which they are willing to enter as a life work.

II. To discover the nature of most frequently checked occupations which children are willing to enter.

III. To arrange the choices in which change from the first checking occurs in order of merit. Merit signifies items showing greatest change to items showing least change.

IV. To tabulate the per cent of constancy of choice as manifested by the responses in parts A, C, D, E, F, and G of the Lehman Vocational Attitude Quiz. (1.

A. To tabulate the per cent of constancy of choice of the occupations in which the pupils would be willing to follow as a life work by sex.

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1. The responses to Part B in the Vocational Quiz are not adaptable to tabulation along with the several parts.
1. Number of items omitted at second checking that were chosen at first checking.
2. Number of new items added at second checking.
3. Per cent of items chosen at first checking that are chosen at second checking.
4. Per cent of total items chosen at second checking that the new items represent.
5. Per cent of total items chosen at second checking that the omitted ones represent.

B. To tabulate the per cent of constancy of choice of best liked occupations by sex.
1-5. (Similar to steps under A.)

C. To tabulate the per cent of constancy of choice of the most likely occupation by sex.
1-5. (Similar to steps under A.)

D. To tabulate the per cent of constancy of choice of best money-making occupations by sex.
1-5. (Similar to steps under A.)

E. To tabulate the per cent of constancy of choice of the most respected occupations by sex.
1-5. (Similar to steps under A.)

F. To tabulate the per cent of constancy of choice of the occupations requiring the least amount of work.
1-5. (Similar to steps under A.)
V. To discover sex differences in the vocations which the children designate as the ones they will most likely enter.
Chapter IV.

METHOD OF PROCEDURE AND PRESENTATION OF DATA.

In collecting the data for this study the Lehman Vocational Attitude Quiz was given to 168 pupils (84 girls and 84 boys) in the Pinckney, Quincy, New York, and Cordley schools of Lawrence, Kansas. The writer of this thesis gave the quizzes between the dates December 10 and 19, 1929. Every effort was made to standardize the method of giving the quiz. The sixth grade pupils were given the same quiz twice on the same day. In no case were the pupils informed at the time of the morning testing that the same quiz would be repeated in the afternoon. No attention was given to the A and B sectioning of the pupils. In every way possible an attempt was made to secure normal responses of typical sixth grade children.

The results obtained by the method described above are presented in tabular form on the following pages.

Table I shows the number of items chosen by the pupils (84 boys and 84 girls) and the average number by the sexes. The choices signify those occupations which the boys and girls are willing to enter as a life work. Both sexes checked more items at the first testing than at the second. The boys exhibit a much greater range.

1. See appendix for sample copy of the Quiz.
or choices than do the girls. The boys expressed a willingness to enter 1500 occupations at the morning testing, an average of nearly eighteen occupations for each boy, and 1364 at the afternoon testing, which makes an average of sixteen occupations. The girls expressed willingness to enter 1023 occupations at the first testing, an average of twelve, and 923 at the second, an average of eleven. The boys were consistent in checking a larger number of occupations than the girls at each testing.

Table II (a) shows the ten most frequently checked occupations at each testing, occupations which the boys are willing to enter as a life work. At the morning testing, cowboy ranked first and aviator second; in the afternoon, the order of these two items was reversed. The third and fourth items ranked the same both times. Eight of the ten most frequently checked items at the morning testing are present in the results at the afternoon checking. Considerable similarity is therefore apparent in the responses of the boys in this section of the quiz. The list of most frequently checked items is composed of the following items: cowboy, aviator, sailor, detective, naval officer, forest ranger, inventor, stock raiser, fisherman, army officer, radio expert, and
train fireman or engineer. The citations in Chapter II regarding the United States census reports indicate that many of these boys will not have an opportunity to enter the occupations in which they have expressed willingness to enter.

Table II (b) shows the ten most frequently checked endeavors at each testing, occupations which the girls are willing to enter as life work. At the morning testing movie actress ranked first, and housewife second; the afternoon results show their order reversed. The rank of the third and fourth items are the same for both testings. Nine of the ten most frequently checked items at the morning testing are present in the results of the afternoon testing. The consistency of the girls' responses is rather similar to the responses of the boys in the two testings. The endeavors most frequently checked by the girls are movie actress, housewife, artist, actress in theater, teacher in grades, stenographer, beauty parlor specialist, singer, traveler, and aviation. Only the last named endeavor appears in both Table I (a) and Table II (b).

Table III (a) presents the occupational choices of the boys showing changes in their checking of occupations in order of merit. The table is limited to the items which were omitted five times or more at the second testing,
and to the items which appeared four times or more at the second testing. The discrepancy between five and four as a basis for change is due perhaps to the fact that more items were checked at the first testing (Table I). The columns labelled "No times omitted" and "No times new" reveal the inconsistencies in the checking of occupations at the two testings.

Table III (b) presents in order of merit the girls' choices in which change from the first testing occurs. As defined elsewhere, merit signifies items showing greatest change to items showing least change. Columns showing frequency of omitted and new items indicate inconsistencies in the checking. A comparison of the results of Table III (a) with Table III (b) suggests that the girls are more consistent in their checking of items than are the boys. In evaluating this difference it is necessary to consider the fact that the girls checked fewer items than did the boys. (See Table I.)

Table IV (a) shows the per cent of constancy of choice manifested by the boys' responses in the several parts of the Lehman Vocational Attitude Quiz. (See Problem IV, in Chapter III.)

Part A of the Lehman Quiz deals with the occupations which the children are willing to enter as a life work.
The tabulations show that 493 items were omitted at the second testing which had been checked at the first. At the second testing 361 items were added. The per cent of items checked at the first testing that were checked at the second testing was determined by adding the number of omitted items to the number of new items and subtracting this number from the total number of items checked at the second testing; $(493 + 361 = 854)$. $1364 - 854 = 510$.) The resulting number (510) was divided by the total number of items checked at the second testing (1364 from Table I) and the obtained quotient, 37.4 is the per cent of items checked at the first testing that are checked at the second testing. To determine the per cent of items checked that the new ones represent, the number of items added at the second testing (361) was divided by the total number of items checked (1364). The table shows that the new items represent 26.4 per cent of all items checked at the second testing. To determine the per cent of total items checked at the second testing that the omitted ones represent, the number of items omitted at the second testing that were checked at the first testing (493) was divided by the total number of items checked (1364). Obviously the items checked at the morning
testing but omitted at the afternoon testing represent 36.1 per cent of all items checked at the second testing.

Part C of the Lehman Quiz requires the subject to indicate the three occupations which he thinks he would like best to enter as a life work. Table IV (a) shows that 75 items chosen at the first checking were omitted at the second checking. Since this part of the quiz limits the subject to three choices, it is obvious that each time (at the second testing) an item was omitted a new one should appear in its place. The number of omitted items at the second testing should therefore equal the number new. This, however, is not always the case due to omissions, duplications, etc. on the part of the (1. pupils tested. In Part C 74 new items appeared at the second testing. Seventy per cent of the items designated as the "best liked occupations" at the first testing were checked at the second testing. The per cent of all items checked at the second testing that the new ones represent, and the per cent of all items checked at the second testing that the omitted ones represent are in each case 29.8 per cent.

Part D of the quiz asks the subject to indicate the

1. This explanation may be applied also in interpreting results in Parts C, E, F, and G of the Lehman Quiz.
occupations which he thinks he will most likely enter as his life work. The portion of Table IV (a) dealing with the most likely occupation shows that 23 occupations were omitted at the second testing that were checked at first testing and 23 new items were indicated. Obviously 61 out of the 84 boys retained the same occupational choice at both testings which means that 72.6 per cent of the boys remained constant in their checking of the most likely occupation, and that 27.4 per cent responded differently in the afternoon than they did in the morning. It should be noted that Part D differs from Parts C, E, F, and G in that it asks for one response only while the others call for a first, second, and third choice. This part of the table shows that nearly three out of four boys reported the same occupational preference at the second testing as at the first.

In Part E of the quiz the boys were asked to indicate the three occupations which they believed were the best money-makers. Table IV (a) shows that at the second testing 116 items were omitted that had been checked at the first testing and a like number of new ones were checked. The constancy of checking at two testings is indicated by the per cent of occupations which were checked at both morning and afternoon testings. The table shows that 53.9
per cent of the items checked in the afternoon had been (likewise) checked in the morning. The new items appearing in the second testing represent 46 per cent of all the items checked. The same percentage holds for the per cent of all items checked at the second testing which the omitted ones represent.

The boys were asked to indicate the three occupations which they thought were the most respected or looked up to most. The tabulations for Part F are presented in Table IV (a) and reveal that 138 items were omitted at the second testing that had been checked at the first. The same number of items were newly added at the second testing. The per cent of items checked at the morning testing that were checked at the afternoon testing was 44.5. This percentage means that less than one half of the items checked at the first testing were rechecked at the second testing. At the second testing 55.6 per cent of all items checked at the first testing were omitted and a like per cent of all items checked at the second testing were new.

In Part G of the quiz the boys were asked to indicate the three occupations which they believed required the least amount of work. The tabulations of Part F as presented in Table IV (a) show that 151 items were omitted
at the second testing that had been checked at the first. Items checked at the second testing and not checked at the first totaled 153. Of all the items checked forty per cent appeared in both morning and afternoon testing. The total number of items checked at the second testing only, represent 60.7 per cent of all items checked at the afternoon testing. The per cent of all items checked at the second testing that the omitted ones represent was 59.9.

Table IV (b) presents an array of tabulations with percentages relative to the constancy of choice manifested by the girls to the several parts of the Lehman Quiz. (See Problem IV, Chapter III.) The technique of treating these data are identical for the sexes.

In dealing with the willingness to enter occupations in Part A of the quiz, Table IV (b) shows that the girls omitted 283 items at the second testing that they previously had checked at the first testing. At the second testing 184 items were checked that were not checked at the first. The per cent of all the items checked at the second testing that were checked at the first and therefore appearing in the results both times was 49.4. The per cent of all items checked at the
testing that the items checked new at the second testing represent was 19.9. The omitted items represent 30.6 per cent of the total items checked at the second testing. These last two figures show that fewer items were checked at the second testing than at the first. In Part A the percentages indicate that the girls' checking was more constant than the checking of the boys.

The responses of the girls to Part C of the quiz are given in Table IV (b) in the horizontal column dealing with "best liked occupations". The girls omitted 88 items at the second testing which they had checked at the first. A total of 87 items were checked at the second testing which were not checked at the first. The per cent of items checked at the second testing that were also checked at the first testing was 65. The new items at the second testing represent 34.6 per cent of all items checked at the second testing. The omitted (1. items at the second testing represent 35 per cent of all items checked at the second testing. Comparison of Table IV (a) with Table IV (b) relative to Part C shows that the boys were more constant than the girls in checking the best liked occupations at two testings.

1. A new item means an occupation that was checked by a pupil at the second testing but was not checked by him at the first testing.
Table IV (b) relative to Part D of the quiz shows that 21 items were omitted at the second testing that were chosen at the first; an equal number of new items were checked. This means that 21 out of 84 girls in reporting their most likely occupation checked a different occupation in the afternoon than they checked in the morning. The percent of the occupations checked the same at both testings was 74.4. The percent of total items checked at the second testing that the new ones represent was 25.6. The same percentage was computed for the omitted items. Because two of the girls failed to report their most likely occupation at both testings, the percentages computed in the table vary slightly from what one would expect them to be at first glance. In computing the percent of all items checked at the second testing which the new ones represent, the number of items new at the second testing (21) was divided by the total number of items checked in Part D at the second testing (82). The result was 25.6. This figure would have been 25 if 84 items had been checked at the second testing instead of 82. The boys and girls were more constant in their checking of Part D at the two testings than they were in any of the other parts. The percentages found were slightly in favor of the girls.
Table IV (b), Part E, presents some figures relative to the girls' responses for the "money-making occupations". The number of items not checked at the second testing but checked at the first was 126. Items checked at the second testing only (new items) totaled 125. The per cent of the items checked at the second testing that were checked also at the first testing was 50. Of the total items checked at the second testing the new ones represent 49.6 per cent, and the omitted ones represent 50 per cent. Comparison of Table IV (a) with Table IV (b) shows that the boys were slightly more constant in checking "money-making occupations" than were the girls.

Table IV (b), Part F, presents tabulations of the girls' responses to what they thought were the "most respected occupations". The table shows that they checked 131 items at the first testing which they failed to check at the second checking. A total of 131 items were checked at the second testing which were not checked at the first. The per cent of items checked at the first testing and rechecked at the second was 48.4. The new items and the omitted items each represent 51.9 per cent of all items checked at the second testing. The girls were slightly more constant than the boys in checking the "most respected occupations" at the two testings.
Table IV (b), Part G, presents figures relative to the girls' reports of "occupations requiring the least work" at two testings. The table shows that they omitted 137 items at the second testing that they had checked at the first; 136 items were checked at the second testing that were not checked at the first. The per cent of all items checked at the second test that were checked also at the first was 44.8. The new items at the second testing represent 54.4 per cent of the total checked at the second testing. The omitted items represent 54.8 per cent of all items checked at the second testing. In Part G of the quiz the girls were only slightly more consistent in their checking than were the boys, but both sexes reveal a decided lack of constancy in their checking at the two testings.
TABLE I.

Number of Occupations Which Sixth Grade Pupils (84 Girls, 84 Boys) Signified They Were Willing to Enter as a Life Work.

<table>
<thead>
<tr>
<th></th>
<th>Boys A.M</th>
<th>Boys P.M.</th>
<th>Girls P.M.</th>
<th>Girls P.M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of items chosen</td>
<td>1500</td>
<td>1364</td>
<td>1023</td>
<td>923</td>
</tr>
<tr>
<td>Av. No. of items chosen</td>
<td>17.85</td>
<td>16.1</td>
<td>12.2</td>
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</tr>
</tbody>
</table>
TABLE II (a).

The Most Frequently Checked Occupations Which Sixth Grade Boys Are Willing to Enter. (Morning and Afternoon Testing)

<table>
<thead>
<tr>
<th>Frequency of Specific Choices</th>
<th>Boys A.M.</th>
<th>Boys P.M.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of item</td>
<td>No. times chosen</td>
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<td>100</td>
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<td>35</td>
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<tr>
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</tr>
<tr>
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<td>132</td>
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<tr>
<td>9</td>
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<tr>
<td>10</td>
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</table>

* The number appearing in this table refers to an occupation which may be identified by reference to Voc. Quiz in Appendix.
### TABLE II (b).

The Most Frequently Checked Occupations Which Sixth Grade Girls Are Willing to Enter. (Morning and Afternoon Testing)

<table>
<thead>
<tr>
<th>Frequency of Specific Choices</th>
<th>Girls A.M.</th>
<th>Girls P.M.</th>
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</thead>
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</table>

* The number appearing in this table refers to an occupation which may be identified by reference to Vocational Quiz in Appendix.
TABLE III (a).

Showing Change of Occupational Preferences of Boys in Two Testings. Items Are Arranged in Order of Merit. Merit Signifies Items Showing Greatest Change to Items Showing Least Change. (Willingness to Enter)

<table>
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<tr>
<th>Merit</th>
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<th>No. times new</th>
<th>No. times omitted</th>
<th>No. times new</th>
<th>No. times omitted</th>
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TABLE III (b).

Showing Change of Occupational Preferences of Girls in Two Testings. Items Are Arranged in Order of Merit.

(Willingness to Enter)

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</table>
TABLE IV (a).

Showing Per Cent of Constancy of Choice of Boys in the Several Parts of the Lehman Vocational Attitude Quiz at Two Testings. *

<table>
<thead>
<tr>
<th>Part of Quiz</th>
<th>No. items</th>
<th>No. new items</th>
<th>Per cent of items of total</th>
<th>Per cent at 2nd. checking</th>
<th>Per cent omitted items at 2nd. checking</th>
<th>Per cent new items representing</th>
<th>Per cent omitted items representing</th>
</tr>
</thead>
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<td>493</td>
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<td>37.4</td>
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<td>Part C: Best liked occupations</td>
<td>75</td>
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<td>Part D: Most likely occupations</td>
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<td>116</td>
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* Part B of the Quiz was unsuited to tabulation as were the other parts.
### TABLE IV (b).

Showing Per Cent of Constancy of Choice of Girls in the Several Parts of the Lehman Vocational Attitude Quiz at Two Testings. *

<table>
<thead>
<tr>
<th>Part of Quiz</th>
<th>No. items</th>
<th>No. new items omitted at 2nd. checking</th>
<th>No. new items added at 2nd. checking</th>
<th>Per cent of items of total checking at 1st. chosen</th>
<th>Per cent of total items chosen at 2nd. checking</th>
<th>Per cent of total new items omitted at 2nd. checking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Willing to enter occupations</td>
<td>283</td>
<td>184</td>
<td>49.4</td>
<td>19.9</td>
<td>30.6</td>
<td></td>
</tr>
<tr>
<td>Part C: Best liked occupations</td>
<td>88</td>
<td>87</td>
<td>65.3</td>
<td>34.6</td>
<td>35.0</td>
<td></td>
</tr>
<tr>
<td>Part D: Most likely occupations</td>
<td>21</td>
<td>21</td>
<td>74.4</td>
<td>25.6</td>
<td>25.6</td>
<td></td>
</tr>
<tr>
<td>Part E: Money-making occupations</td>
<td>126</td>
<td>125</td>
<td>50.0</td>
<td>49.6</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td>Part F: Most respected occupations</td>
<td>131</td>
<td>131</td>
<td>48.4</td>
<td>51.9</td>
<td>51.9</td>
<td></td>
</tr>
<tr>
<td>Part G: Occupations requiring least work</td>
<td>137</td>
<td>136</td>
<td>44.8</td>
<td>54.4</td>
<td>54.8</td>
<td></td>
</tr>
</tbody>
</table>

* Part B of the Quiz was unsuited to tabulation as were the other parts.
TABLE V (a).

Distribution of Boys' Preferences of Most Likely Occupations at Two Testings.

<table>
<thead>
<tr>
<th>Item</th>
<th>No. Times Constant</th>
<th>No. Times Omitted</th>
<th>No. Times New</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>16</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>100</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>52</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>124</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 7 33 3 5

Note: The above table shows that seven items were checked consistently by 33 boys at the two testings. In addition to the items listed, there were 28 other ones not shown in the table above which were checked consistently in the morning and in the afternoon. These should be represented as are items 57 and 124.
TABLE V (b).
Distribution of Girls' Preferences of Most Likely Occupations at Two Testings.

<table>
<thead>
<tr>
<th>No. of Item</th>
<th>No. Times Constant</th>
<th>No. Times Omitted</th>
<th>No. Times New</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>9</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>124</td>
<td>9</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>200</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>48</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>178</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>180</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>50</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Note: The above table shows that eleven items were checked consistently by 50 girls at the two testings. In addition to the items listed there were 13 other ones not shown in the table above which were checked consistently in the morning and in the afternoon. These should be represented as are items 63 and 180.
TABLE V (c).

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Per Cent</th>
<th>Item No.</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>19.</td>
<td>52</td>
<td>10.1</td>
</tr>
<tr>
<td>100</td>
<td>6.</td>
<td>124</td>
<td>10.1</td>
</tr>
<tr>
<td>20</td>
<td>3.5</td>
<td>200</td>
<td>9.5</td>
</tr>
<tr>
<td>52</td>
<td>3.5</td>
<td>41</td>
<td>4.7</td>
</tr>
<tr>
<td>27</td>
<td>2.3</td>
<td>48</td>
<td>4.7</td>
</tr>
<tr>
<td>57</td>
<td>2.3</td>
<td>64</td>
<td>4.7</td>
</tr>
<tr>
<td>124</td>
<td>2.3</td>
<td>62</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>178</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>53</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>63</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>180</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Note: Examination of this table reveals that approximately 39 per cent of the boys are now looking forward to one of seven occupations, and approximately 58 per cent of the girls are now looking forward to one of eleven occupations.
This study aims to discover the extent to which vocational interests of sixth grade children are constant. The study aims also to reveal information which may be of value in the general field of vocational guidance. The technique used may not be adequate to test reliably the constancy of vocational interests. The writer studied sixth grade children and the results therefore are of limited application. Some of the results shown in the several tables corroborate to some extent the findings of related studies. Table II (a) shows that at the afternoon testing 57 per cent of the boys indicated a willingness to become cowboys. In their Topeka study, Lehman and Witty found that at ages 11$\frac{1}{2}$ and 12$\frac{1}{2}$, 49 per cent and 35 per cent, respectively, expressed willingness to enter this occupation. The mean age of the sixth grade group is slightly below 12 years. This group corresponds closely therefore to the Topeka group in their reactions to this item of the test.

Douglas found in his study that many girls are willing to become teachers but that boys apparently have little interest in teaching. The results of the writer's study indicate similar tendencies.
The responses of the children at the two testings can not be correlated by the usual statistical methods. Greater reliability might have been secured by presenting the same items in different order at the second testing. This the writer did not do. Moreover, since several items are similar, the children may have failed to discriminate between certain occupations, and this study is therefore less accurate than it might have been. For example, examine item 41 and item 42. These numbers indicate movie actor or actress, and actor or actress in a theater. It is highly probable that some of the children that checked one of these items in the morning and the other in the afternoon did so without realizing the inconsistency in their checking since the items are so similar. For other examples of probable inconsistencies examine numbers 90 and 91, numbers 62 and 63, and numbers 134 and 135.

The study of the vocational interests of children is worthy of further investigation. In making such a study, one might devise a technique similar to that of pairing intelligence tests in testing the reliability of mental testing. It would be interesting to compare
several techniques devised to reveal the constancy of vocational interests. The phases of the study, however, might be limited to the occupations those tested are willing to enter, to the best liked occupations, and to the most likely occupations.
Chapter VI.

SUMMARY.

I. The writer proposed to answer the following problems:
   a. To determine the number of occupational choices which certain sixth grade pupils are willing to enter as a life work by giving the same test to the same group twice the same day.
   b. To discover the most frequently checked occupations which the children are willing to enter.
   c. To discover the inconsistencies in the occupational choices of the children at two testings by arranging the choices in order of merit according to the frequency with which change from the first testing to the second occurs.
   d. To tabulate the per cent of constancy in the vocational choices of the children revealed by their responses to the several parts of the Lehman Vocational Attitude Quiz.
   e. To discover sex differences in the occupations which the children designate as the ones they will most likely enter.
II. The writer presents the following findings in answer to the above problems:

a. The boys checked an average of eighteen occupations at the morning testing and an average of sixteen in the afternoon; the girls checked an average of twelve and eleven occupations, respectively; therefore the girls apparently have fewer occupational choices than do the boys. (From Table I.)

b. The results of two successive testings given to one hundred sixty-eight sixth grade children show that only a few children submit constant reports to such testings. (From examinations of raw data.)

c. The sexes are quite disparate in their occupational choices. Indeed, the ten most frequently checked occupations of each sex at the two testings have but one item in common, namely, item number 66. (Compare Table II (a) with Table II (b).)
d. Many of the ten most frequently chosen occupations (which girls are willing to enter) are of such nature that their interests are likely to be quite inconstant. Among such occupational choices are: movie actress, actress in theater, beauty parlor specialist, and traveler for pleasure. (Table II (b).)

e. Many of the ten most frequently chosen occupations which the boys are willing to enter are of such nature that interest in them is likely to be unstable over a period of years. Among such occupational choices are: cowboy, sailor, naval officer, army officer, detective, inventor, and hunter or trapper.

f. The results of this study differ markedly from those reported by Thorndike, et al. The writer found that children were not constant in indicating their vocational interests at two testings given on the same day. Approximately one out of every four children exhibited a different vocational preference at the second testing than at the first in indicating their most likely occupations. (See per cent of constancy columns in Tables IV, a and b.)
BIBLIOGRAPHY.


APPENDIX.
LEHMANN'S

VOCATIONAL ATTITUDE QUIZ

FOR GRADE THREE OR ABOVE

Name: ..........................................................................................................................

Sex: .........................................................................................................................

Date of Birth: ...........................................................................................................

Present Date: ..........................................................................................................

Age: Years ................................ Months ..............................................................

Nationality: ............................................................................................................

City: .........................................................................................................................

School: .....................................................................................................................

Grade: .....................................................................................................................

Teacher: ...................................................................................................................

Father's Occupation: ................................................................................................

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

12-566
Part A.

What occupations would you be willing to follow as your life work?

Read through the following list of trades, professions and other occupations, and as you read through the list, draw a circle with your pencil around each number that stands in front of every occupation that you think you would be willing to engage in as your life work.

1 Dentist.
2 Doctor (physician, surgeon or specialist).
3 Lawyer.
4 Judge or Justice of the Peace.
5 Druggist or Pharmacist.
6 Banker.
7 Capitalist.
8 Loans, Mortgages, Investments in Stocks and Bonds.
9 Broker or Commission Man.
10 Buyer for a large store.
11 Real Estate Dealer.
12 Insurance Agent.
13 Editor or Publisher.
14 Newspaper Work.
15 Advertising Expert.
16 Sign Writer.
17 Window Trimmer.
18 Architect.
19 Bricklayer or Stonemason.
20 Carpenter or Cabinetmaker.
21 Contractor and Builder, Misc.
22 Ship Builder.
23 Manufacturer.
24 Manager or Superintendent, Misc.
25 Foreman, Misc.
26 Automobile Dealer.
27 Garage Owner, Operator or Mechanic.
28 Mechanic (other than auto mechanic).
29 Blacksmith.
30 Machinist.
31 Boiler-maker.
32 Tool Maker.
33 Army Officer.
34 Soldier.
35 Naval Officer.
36 Sailor.
37 Mail Carrier or Postmaster.
38 Consular or Diplomatic Service.
39 Other Government Service.
40 Politician or Statesman.
41 Movie Actor or Actress.
42 Actor or Actress in the Theater.
43 Magician.
44 Circus Performer.
45 Motion-picture Show (owner, operator or employee).
46 Theatre Business (other than movie).
47 Showman (not a performer).
48 Artist (oil paintings, etc.).
49 Photographer.
50 Commercial Art.
51 Sculptor.
52 Musician.
53 Singer.
54 Poet.
55 Designer.
56 Writer (novels, magazine articles, etc.).
57 College Professor.
58 Scientist or Research Specialist.
59 Statistician.
60 Superintendent of City Schools.
61 School Principal.
62 Teacher in High School.
63 Teacher in Grades or Rural Schools.
64 Kindergarten Work.
65 Radio Expert.
66 Aviator.
67 Jockey or Automobile Racer.
68 Physical Director or Athletic Coach.
69 Professional Boxer or Wrestler.
70 Professional Baseball Player.
71 Other Professional Athletics.
72 Steeplejack or Chimney Sweep.
73 Brakeman or Conductor on a Train.
74 Fireman or Engineer on a Train.
75 Switchman or Yardman.
76 Fireman (answering fire alarms).
77 Street Car Conductor.
78 Motorman.
79 Bus Driver or Chauffeur.
80 Chemist or Chemical Engineer.
81 Civil Engineer.
82 Surveyor.
83 Electrician or Electrical Engineer.
84 Mechanical Engineer.
85 Mining Engineer.
86 Mining, Misc.
87 Stationary Engineer.
88 Efficiency Expert.
89 Engraver.
90 Farmer, Misc.
91 Stockraiser or Ranchman.
92 Poultry Raising.
93 Dairyman.
94 Fruit Grower.
95 Nurseryman.
96 Truck Gardening.
97 Landscape Gardening.
98 Florist.
99 Veterinarian.
100 Cowboy.
101 Sheepherder.
102 Fisherman, Hunter or Trapper.
103 Explorer.
104 Prospector for Gold, Oil, Gas, etc.
105 Worker in Oil and Gas Fields.
106 Traveler (for pleasure).
107 Forest Ranger or Woodsman.
108 Detective or Secret Service Work.
109 Night Watchman.
110 Sheriff or Policeman.
111 Politician or Statesman.
112 Auctioneer.
113 Minister (preacher or priest).
114 Evangelist.
115 Missionary.
116 Lecture Work (other than preaching).
117 Social Service.
118 Private Secretary.
119 Auditor.
120 Abstractionist.
121 Draftsman.
122 Bookkeeper.
123 Certified Public Accountant.
124 Stenographer or Typist.
125 Other Office or Clerical Work.

3rd and 4th grades stop here

1st day

126 Telegraph Operator.
127 Telephone Operator.
128 Time Keeper.
129 Dietician.
130 Foreign Correspondent.
131 Interpreter.
132 Inventor.
133 Librarian.
134 Salesman or Saleslady.
135 Traveling Salesman or Saleslady.
136 Confectioner (candy store).
137 Creameryman.
138 Grocer.
139 Grain Dealer.
140 Produce Dealer.
141 Miller.
142 Lumber Dealer.
143 Undertaker.
144 Furniture Dealer.
145 Coal Dealer.
146 Gravel, Rock or Sand Dealer.
147 Storekeeper, Misc.
148 Worker in Railroad Shops.
149 Baker, Cook or Chef.
150 Barber.
151 Beauty Parlor Specialist.
152 Butcher or Meat Packer.
153 Worker in Slaughter or Packing House.
154 Cigar-maker.
155 Furniture-maker.
156 Glass Blower.
157 Harness Maker or Leather Worker.
158 Interior Decorator.
159 Jeweler or Watchmaker.
160 Linotype Operator.
161 Marble or Granite Worker.
162 Molder, Founder, etc.
163 Optician or Oculist.
164 Painter or Paper Hanger.
165 Pattern Maker.
166 Plasterer.
167 Plumber.
168 Printer.
169 Roofer.
170 Sawyer or Planing Mill Operator.
171 Shoemaker or Repairer.
172 Telegraph or Telephone Linesman.
173 Tinsmith or Metal Worker.
174 Upholsterer.
175 Longshoreman.
176 Milliner.
177 Tailor.
178 Nurse.
179 Maid or Servant.
180 Waiter or Waitress.
181 Janitor, Custodian or Furnace Man.
182 Dressmaker or Ladies' Tailor.
183 Laundry or Dry Cleaner.
184 Cleaning and Pressing Clothes.
185 Deliveryman.

186 Drayman, Teamster or Truck Driver.
187 Elevator Tender.
188 Express Agent.
189 Iceman or Milkman.
190 Inspector of Meters, etc.

191 Day Laborer.
192 Messenger.
193 Garbage Collector or Ashman.
194 Pullman Porter.
195 Street Cleaner.
196 Hotel Keeper or Manager.
197 Restaurant Keeper or Manager.
198 Rooming or Boarding House Keeper.
199 Piano Tuner.
200 Housewife.

Part B.

Write in the spaces below the names of any occupations that you would be willing to engage in as your life work, but which are not included in the printed list.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td></td>
</tr>
<tr>
<td>202</td>
<td></td>
</tr>
<tr>
<td>203</td>
<td></td>
</tr>
</tbody>
</table>

Part C.

Now write in the spaces below the numbers of the three occupations that you think you would like best. If you are not sure, just guess.

I should like number ................... best of all. I should like number ................... next best. I would like number ................... third best.

Part D.

Now write in the space below the number of the one occupation which you think you will most likely follow.

I will most likely be a..........best

Part E.

Write in the spaces below the numbers of the three occupations of the entire list which you think are the best money-makers.

I think number ............ is the best money-maker. I think number ............ is the next best money-maker. I think number ............ is third best as a money-maker.

Part F.

Write in the spaces below the numbers of the three occupations of the entire list which you think people respect most, or look up to most.

I think people respect number ............ most of all. I think people respect number ............ next most. I think people respect number ............ third most.

Part G.

Now write in the spaces below the numbers of the three occupations of the entire list which you think would be easiest to follow or which would probably require the least amount of work.

I think number ............ would require the least work. I think number ............ would be next easiest. I think number ............ would be third easiest.
LEHMANN'S
VOCATIONAL ATTITUDE QUIZ
FOR GRADE THREE OR ABOVE

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

12-566
Part A.

What occupations would you be willing to follow as your life work?

Read through the following list of trades, professions and other occupations, and as you read through the list, draw a circle with your pencil around each number that stands in front of every occupation that you think you would be willing to engage in as your life work.

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4 Judge or Justice of the Peace.  
5 Druggist or Pharmacist.  
6 Banker.  
7 Capitalist.  
8 Loans, Mortgages, Investments in Stocks and Bonds.  
9 Broker or Commission Man.  
10 Buyer for a large store.  
11 Real Estate Dealer.  
12 Insurance Agent.  
13 Editor or Publisher.  
14 Newspaper Work.  
15 Advertising Expert.  
16 Sign Writer.  
17 Window Trimmer.  
18 Architect.  
19 Bricklayer or Stonemason.  
20 Carpenter or Cabinetmaker.  
21 Contractor and Builder, Misc.  
22 Ship Builder.  
23 Manufacturer.  
24 Manager or Superintendent, Misc.  
25 Foreman, Misc.  
26 Automobile Dealer.  
27 Garage Owner, Operator or Mechanic.  
28 Mechanic (other than auto mechanic).  
29 Blacksmith.  
30 Machinist.  
31 Boiler-maker.  
32 Tool Maker.  
33 Army Officer.  
34 Soldier.  
35 Naval Officer.  
36 Sailor.  
37 Mail Carrier or Postmaster.  
38 Consular or Diplomatic Service.  
39 Other Government Service.  
40 Politician or Statesman.  
41 Movie Actor or Actress.  
42 Actor or Actress in the Theater.  
43 Magician.  
44 Circus Performer.  
45 Motion-picture Show (owner, operator or employee).  
46 Theatre Business (other than movie).  
47 Showman (not a performer).  
48 Artist (oil paintings, etc.).  
49 Photographer.  
50 Commercial Art.  
51 Sculptor.  
52 Musician.  
53 Singer.  
54 Poet.  
55 Designer.  
56 Writer (novels, magazine articles, etc.).  
57 College Professor.  
58 Scientist or Research Specialist.  
59 Statistician.  
60 Superintendent of City Schools.  
61 School Principal.  
62 Teacher in High School.  
63 Teacher in Grades or Rural Schools.  
64 Kindergarten Work.  
65 Radio Expert.  
66 Aviator.  
67 Jockey or Automobile Racer.  
68 Physical Director or Athletic Coach.  
69 Professional Boxer or Wrestler.  
70 Professional Baseball Player.  
71 Other Professional Athletics.  
72 Steeplejack or Chimney Sweep.  
73 Brakeman or Conductor on a Train.  
74 Fireman or Engineer on a Train.  
75 Switchman or Yardman.  
76 Fireman (answering fire alarms).  
77 Street Car Conductor.  
78 Motorman.  
79 Bus Driver or Chauffeur.  
80 Chemist or Chemical Engineer.  
81 Civil Engineer.  
82 Surveyor.  
83 Electrician or Electrical Engineer.  
84 Mechanical Engineer.  
85 Mining Engineer.  
86 Mining, Misc.  
87 Stationary Engineer.  
88 Efficiency Expert.  
89 Engraver.  
90 Farmer, Misc.
Stockraiser or Ranchman. 136 Confectioner (candy store).
Poultry Raising. 137 Creameryman.
Dairyman. 138 Grocer.
Fruit Grower. 139 Grain Dealer.
Nurseryman. 140 Produce Dealer.
Truck Gardening. 141 Miller.
Poultry Raising. 142 Lumber Dealer.
Dairyman. 143 Undertaker.
Fruit Grower. 144 Furniture Dealer.
Nurseryman. 145 Coal Dealer.
Sheepherder. 146 Gravel, Rock or Sand Dealer.
Fisherman, Hunter or Trapper. 147 Storekeeper, Misc.
Explorer. 148 Worker in Railroad Shops.
Prospector for Gold, Oil, Gas, etc. 149 Baker, Cook or Chef.
Nurseryman. 150 Barber.
Lumber Dealer. 151 Beauty Parlor Specialist.
Gravel, Rock or Sand Dealer. 152 Butcher or Meat Packer.
Worker in Slaughter or Packing House. 153 Worker in Slaughter or Packing House.
Sheriff or Policeman. 154 Cigar-maker.
Politician or Statesman. 155 Furniture-maker.
Auctioneer. 156 Glass Blower.
Minister (preacher or priest). 157 Harness Maker or Leather Worker.
Missionary. 158 Interior Decorator.
Evangelist. 159 Jeweler or Watchmaker.
Missionary. 160 Linotype Operator.
Bookkeeper. 161 Marble or Granite Worker.
Certified Public Accountant. 162 Molder, Founder, etc.
Stenographer or Typist. 163 Optician or Oculist.
Other Office or Clerical Work. 164 Painter or Paper Hanger.
Draftsman. 165 Pattern Maker.
Bookkeeper. 166 Plasterer.
Certified Public Accountant. 167 Plumber.
Stenographer or Typist. 168 Printer.
Other Office or Clerical Work. 169 Roofer.
Draftsman. 170 Sawyer or Planing Mill Operator.
Bookkeeper. 171 Shoemaker or Repairer.
Certified Public Accountant. 172 Telegraph or Telephone Linesman.
Stenographer or Typist. 173 Tin, Steel or Metal Worker.
Other Office or Clerical Work. 174 Upholsterer.
Draftsman. 175 Longshoreman.
Interpreter. 176 Milliner.
Inventor. 177 Tailor.
Librarian. 178 Nurse.
Salesman or Saleslady. 179 Maid or Servant.
Traveling Salesman or Saleslady. 180 Waiter or Waitress.
181 Janitor, Custodian or Furnace Man.
182 Dressmaker or Ladies' Tailor.
183 Laundry or Dry Cleaner.
184 Cleaning and Pressing Clothes.
185 Deliveryman.
186 Drayman, Teamster or Truck Driver.
187 Elevator Tender.
188 Express Agent.
189 Iceman or Milkman.
190 Inspector of Meters, etc.
191 Day Laborer.
192 Messenger.
193 Garbage Collector or Ashman.
194 Pullman Porter.
195 Street Cleaner.
196 Hotel Keeper or Manager.
197 Restaurant Keeper or Manager.
198 Rooming or Boarding House Keeper.
199 Piano Tuner.
200 Housewife.

Part B.
Write in the spaces below the names of any occupations that you would be willing to engage in as your life work, but which are not included in the printed list.

201 ...........................................
202 ...........................................
203 ...........................................

Part C.
Now write in the spaces below the numbers of the three occupations that you think you would like best. If you are not sure, just guess.

I should like number..... best of all. I should like number..... next best. I would like number..... third best.

Part D.
Now write in the space below the number of the one occupation which you think you will most likely follow.

I will most likely be a ...........................................

Part E.
Write in the spaces below the numbers of the three occupations of the entire list which you think are the best money-makers.

I think number..... is the best money-maker. I think number..... is the next best money-maker. I think number..... is third best as a money-maker.

Part F.
Write in the spaces below the numbers of the three occupations of the entire list which you think people respect most, or look up to most.

I think people respect number..... most of all. I think people respect number..... next most.
I think people respect number..... third most.

Part G.
Now write in the spaces below the numbers of the three occupations which you think would be easiest to follow or which would probably require the least amount of work.

I think number..... would require the least work. I think number..... would be next easiest. I think number..... would be third easiest.
LEHMANN'S

VOCATIONAL ATTITUDE QUIZ

FOR GRADE THREE OR ABOVE

Name: R. J. Sabonis  Sex: Boy

Date of Birth: July 3  Present Date: Dec 15, 1929

Age: Years 11  Months 5  Nationality: Armenia

City: LAWRENCE  School: M. Brooks

Grade: 6B  Teacher: Mrs. Brooks

Father's Occupation:

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO
Part A.

What occupations would you be willing to follow as your life work?

Read through the following list of trades, professions and other occupations, and as you read through the list, draw a circle with your pencil around each number that stands in front of every occupation that you think you would be willing to engage in as your life work.

1. Dentist. 2. Doctor (physician, surgeon or specialist). 3. Lawyer. 4. Judge or Justice of the Peace. 5. Druggist or Pharmacist.


41. Movie Actor or Actress. 42. Actor or Actress in the Theater. 43. Magician. 44. Circus Performer. 45. Motion-picture Show (owner, operator or employee).


56. Writer (novels, magazine articles, etc.). 57. College Professor. 58. Scientist or Research Specialist. 59. Statistician. 60. Superintendent of City Schools.


66. Aviator. 67. Jockey or Automobile Racer. 68. Physical Director or Athletic Coach. 69. Professional Boxer or Wrestler. 70. Professional Baseball Player.

71. Other Professional Athletics. 72. Steeplejack or Chimney Sweep. 73. Brakeman or Conductor on a Train. 74. Fireman or Engineer on a Train. 75. Switchman or Yardman.


81. Civil Engineer. 82. Surveyor. 83. Electrician or Electrical Engineer. 84. Mechanical Engineer. 85. Mining Engineer.

Stockraiser or Ranchman.

Poultry Raising.

Dairyman.

Fruit Grower.

Nurseryman.

Truck Gardening.

Landscape Gardening.

Florist.

Veterinarian.

Cowboy.

Sheepherder.

Fisherman, Hunter or Trapper.

Explorer.

Prospector for Gold, Oil, Gas, etc.

Worker in Oil and Gas Fields.

Traveler (for pleasure).

Forest Ranger or Woodsman.

Detective or Secret Service Work.

Night Watchman.

Sheriff or Policeman.

Auctioneer.

Minister (preacher or priest).

Evangelist.

Missionary.

Lecture Work (other than preaching).

Social Service.

Private Secretary.

Auditor.

Abstracter.

Draftsman.

Bookkeeper.

Certified Public Accountant.

Stenographer or Typist.

Other Office or Clerical Work.

3rd and 4th grades stop here

1st day

Telegraph Operator.

Telephone Operator.

Time Keeper.

Dietician.

Foreign Correspondent.

Interpreter.

Inventor.

Librarian.

Salesman or Saleslady.

Traveling Salesman or Saleslady.

Confectioner (candy store).

Creameryman.

Grocer.

Grain Dealer.

Produce Dealer.

Miller.

Lumber Dealer.

Undertaker.

Furniture Dealer.

Coal Dealer.

Gravel, Rock or Sand Dealer.

Storekeeper, Miscel.

Worker in Railroad Shops.

Baker, Cook or Chef.

Barber.

Beauty Parlor Specialist.

Butcher or Meat Packer.

Worker in Slaughter or Packing House.

Cigar-maker.

Furniture-maker.

Glass Blower.

Harness Maker or Leather Worker.

Interior Decorator.

Jeweler or Watchmaker.

Linotype Operator.

Plasterer.

Plumber.

Printer.

Roofer.

Sawyer or Planing Mill Operator.

Shoemaker or Repairer.

Telegraph or Telephone Linesman.

Tin, Steel or Metal Worker.

Upholsterer.

Longshoreman.

Milliner.

Tailor.

Nurse.

Maid or Servant.

Waiter or Waitress.
Part B.

Write in the spaces below the names of any occupations that you would be willing to engage in as your life work, but which are not included in the printed list.

201. Airplane Builder
202. Steam Mover
203. 

Part C.

Now write in the spaces below the numbers of the three occupations that you think you would like best. If you are not sure, just guess.

I should like number 66 best of all. I should like number 67 next best. I would like number 26 third best.

Part D.

Now write in the space below the number of the one occupation which you think you will most likely follow.

I will most likely be a (mark occupation number)

Part E.

Write in the spaces below the numbers of the three occupations of the entire list which you think are the best money-makers.

I think number 66 is the best money-maker. I think number 67 is the next best money-maker. I think number 26 is third best as a money-maker.

Part F.

Write in the spaces below the numbers of the three occupations of the entire list which you think people respect most, or look up to most.

I think people respect number 66 most of all. I think people respect number 67 next most. I think people respect number 26 third most.

Part G.

Now write in the spaces below the numbers of the three occupations which you think would be easiest to follow or which would probably require the least amount of work.

I think number 66 would require the least work. I think number 26 would be next easiest. I think number 67 would be third easiest.
LEHMANN'S
VOCATIONAL ATTITUDE QUIZ
FOR GRADE THREE OR ABOVE

Name: Paul Moon
Sex: Boy
Date of Birth: December 20
Present Date: Dec. 19, 1919
Age: Years 11
Months: 12
Nationality: American
City: Lawrence
School: Cordley
Grade: 6-A
Teacher: Miss Holderness

Father's Occupation: I. C. Company

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

12-666
Part A.

What occupations would you be willing to follow as your life work?

Read through the following list of trades, professions and other occupations, and as you read through the list, draw a circle with your pencil around each number that stands in front of every occupation that you think you would be willing to engage in as your life work.

<table>
<thead>
<tr>
<th></th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dentist</td>
</tr>
<tr>
<td>2</td>
<td>Doctor (physician, surgeon or specialist)</td>
</tr>
<tr>
<td>3</td>
<td>Lawyer</td>
</tr>
<tr>
<td>4</td>
<td>Judge or Justice of the Peace</td>
</tr>
<tr>
<td>5</td>
<td>Druggist or Pharmacist</td>
</tr>
<tr>
<td>6</td>
<td>Banker</td>
</tr>
<tr>
<td>7</td>
<td>Capitalist</td>
</tr>
<tr>
<td>8</td>
<td>Loans, Mortgages, Investments in Stocks and Bonds</td>
</tr>
<tr>
<td>9</td>
<td>Broker or Commission Man</td>
</tr>
<tr>
<td>10</td>
<td>Buyer for a large store</td>
</tr>
<tr>
<td>11</td>
<td>Real Estate Dealer</td>
</tr>
<tr>
<td>12</td>
<td>Insurance Agent</td>
</tr>
<tr>
<td>13</td>
<td>Editor or Publisher</td>
</tr>
<tr>
<td>14</td>
<td>Newspaper Work</td>
</tr>
<tr>
<td>15</td>
<td>Advertising Expert</td>
</tr>
<tr>
<td>16</td>
<td>Sign Writer</td>
</tr>
<tr>
<td>17</td>
<td>Window Trimmer</td>
</tr>
<tr>
<td>18</td>
<td>Architect</td>
</tr>
<tr>
<td>19</td>
<td>Bricklayer or Stonemason</td>
</tr>
<tr>
<td>20</td>
<td>Carpenter or Cabinetmaker</td>
</tr>
<tr>
<td>21</td>
<td>Contractor and Builder, Misc.</td>
</tr>
<tr>
<td>22</td>
<td>Ship Builder</td>
</tr>
<tr>
<td>23</td>
<td>Manufacturer</td>
</tr>
<tr>
<td>24</td>
<td>Manager or Superintendent, Misc.</td>
</tr>
<tr>
<td>25</td>
<td>Foreman, Misc.</td>
</tr>
<tr>
<td>26</td>
<td>Automobile Dealer</td>
</tr>
<tr>
<td>27</td>
<td>Garage Owner, Operator or Mechanic</td>
</tr>
<tr>
<td>28</td>
<td>Mechanic (other than auto mechanic)</td>
</tr>
<tr>
<td>29</td>
<td>Blacksmith</td>
</tr>
<tr>
<td>30</td>
<td>Machinist</td>
</tr>
<tr>
<td>31</td>
<td>Boiler-maker</td>
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<tr>
<td>32</td>
<td>Tool Maker</td>
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<tr>
<td>33</td>
<td>Army Officer</td>
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<tr>
<td>34</td>
<td>Soldier</td>
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<tr>
<td>35</td>
<td>Naval Officer</td>
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<tr>
<td>36</td>
<td>Sailor</td>
</tr>
<tr>
<td>37</td>
<td>Mail Carrier or Postmaster</td>
</tr>
<tr>
<td>38</td>
<td>Consular or Diplomatic Service</td>
</tr>
<tr>
<td>39</td>
<td>Other Government Service</td>
</tr>
<tr>
<td>40</td>
<td>Politician or Statesman</td>
</tr>
<tr>
<td>41</td>
<td>Movie Actor or Actress</td>
</tr>
<tr>
<td>42</td>
<td>Actor or Actress in the Theater</td>
</tr>
<tr>
<td>43</td>
<td>Magician</td>
</tr>
<tr>
<td>44</td>
<td>Circus Performer</td>
</tr>
<tr>
<td>45</td>
<td>Motion-picture Show (owner, operator or employee)</td>
</tr>
<tr>
<td>46</td>
<td>Theatre Business (other than movie)</td>
</tr>
<tr>
<td>47</td>
<td>Showman (not a performer)</td>
</tr>
<tr>
<td>48</td>
<td>Artist (oil paintings, etc.)</td>
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<tr>
<td>49</td>
<td>Photographer</td>
</tr>
<tr>
<td>50</td>
<td>Commercial Art</td>
</tr>
<tr>
<td>51</td>
<td>Sculptor</td>
</tr>
<tr>
<td>52</td>
<td>Musician</td>
</tr>
<tr>
<td>53</td>
<td>Singer</td>
</tr>
<tr>
<td>54</td>
<td>Poet</td>
</tr>
<tr>
<td>55</td>
<td>Designer</td>
</tr>
<tr>
<td>56</td>
<td>Writer (novels, magazine articles, etc.)</td>
</tr>
<tr>
<td>57</td>
<td>College Professor</td>
</tr>
<tr>
<td>58</td>
<td>Scientist or Research Specialist</td>
</tr>
<tr>
<td>59</td>
<td>Statistician</td>
</tr>
<tr>
<td>60</td>
<td>Superintendent of City Schools</td>
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<tr>
<td>61</td>
<td>School Principal</td>
</tr>
<tr>
<td>62</td>
<td>Teacher in High School</td>
</tr>
<tr>
<td>63</td>
<td>Teacher in Grades or Rural Schools</td>
</tr>
<tr>
<td>64</td>
<td>Kindergarten Work</td>
</tr>
<tr>
<td>65</td>
<td>Radio Expert</td>
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<tr>
<td>66</td>
<td>Aviator</td>
</tr>
<tr>
<td>67</td>
<td>Jockey or Automobile Racer</td>
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<tr>
<td>68</td>
<td>Physical Director or Athletic Coach</td>
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<tr>
<td>69</td>
<td>Professional Boxer or Wrestler</td>
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<tr>
<td>70</td>
<td>Professional Baseball Player</td>
</tr>
<tr>
<td>71</td>
<td>Other Professional Athletics</td>
</tr>
<tr>
<td>72</td>
<td>Steeplejack or Chimney Sweep</td>
</tr>
<tr>
<td>73</td>
<td>Brakeman or Conductor on a Train</td>
</tr>
<tr>
<td>74</td>
<td>Fireman or Engineer on a Train</td>
</tr>
<tr>
<td>75</td>
<td>Switchman or Yardman</td>
</tr>
<tr>
<td>76</td>
<td>Fireman (answering fire alarms)</td>
</tr>
<tr>
<td>77</td>
<td>Street Car Conductor</td>
</tr>
<tr>
<td>78</td>
<td>Motorman</td>
</tr>
<tr>
<td>79</td>
<td>Bus Driver or Chauffeur</td>
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<td>80</td>
<td>Chemist or Chemical Engineer</td>
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<td>81</td>
<td>Civil Engineer</td>
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<tr>
<td>82</td>
<td>Surveyor</td>
</tr>
<tr>
<td>83</td>
<td>Electrician or Electrical Engineer</td>
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<tr>
<td>84</td>
<td>Mechanical Engineer</td>
</tr>
<tr>
<td>85</td>
<td>Mining Engineer</td>
</tr>
<tr>
<td>86</td>
<td>Mining, Misc.</td>
</tr>
<tr>
<td>87</td>
<td>Stationary Engineer</td>
</tr>
<tr>
<td>88</td>
<td>Efficiency Expert</td>
</tr>
<tr>
<td>89</td>
<td>Engraver</td>
</tr>
<tr>
<td>90</td>
<td>Farmer, Misc.</td>
</tr>
<tr>
<td>91</td>
<td>Stockraiser or Ranchman.</td>
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<td>-----</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>92</td>
<td>Poultry Raising.</td>
</tr>
<tr>
<td>93</td>
<td>Dairyman.</td>
</tr>
<tr>
<td>94</td>
<td>Fruit Grower.</td>
</tr>
<tr>
<td>95</td>
<td>Nurseryman.</td>
</tr>
<tr>
<td>96</td>
<td>Truck Gardening.</td>
</tr>
<tr>
<td>97</td>
<td>Landscape Gardening.</td>
</tr>
<tr>
<td>98</td>
<td>Florist.</td>
</tr>
<tr>
<td>99</td>
<td>Veterinarian.</td>
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<td>100</td>
<td>Cowboy.</td>
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<tr>
<td>101</td>
<td>Shepherder.</td>
</tr>
<tr>
<td>102</td>
<td>Fisherman, Hunter or Trapper.</td>
</tr>
<tr>
<td>103</td>
<td>Explorer.</td>
</tr>
<tr>
<td>104</td>
<td>Prospector for Gold, Oil, Gas, etc.</td>
</tr>
<tr>
<td>105</td>
<td>Worker in Oil and Gas Fields.</td>
</tr>
<tr>
<td>106</td>
<td>Traveler (for pleasure).</td>
</tr>
<tr>
<td>107</td>
<td>Forest Ranger or Woodsman.</td>
</tr>
<tr>
<td>108</td>
<td>Detective or Secret Service Work.</td>
</tr>
<tr>
<td>109</td>
<td>Night Watchman.</td>
</tr>
<tr>
<td>110</td>
<td>Sheriff or Policeman.</td>
</tr>
<tr>
<td>111</td>
<td>Politician or Statesman.</td>
</tr>
<tr>
<td>112</td>
<td>Auctioneer.</td>
</tr>
<tr>
<td>113</td>
<td>Minister (preacher or priest).</td>
</tr>
<tr>
<td>114</td>
<td>Evangelist.</td>
</tr>
<tr>
<td>115</td>
<td>Missionary.</td>
</tr>
<tr>
<td>116</td>
<td>Lecture Work (other than preaching).</td>
</tr>
<tr>
<td>117</td>
<td>Social Service.</td>
</tr>
<tr>
<td>118</td>
<td>Private Secretary.</td>
</tr>
<tr>
<td>119</td>
<td>Auditor.</td>
</tr>
<tr>
<td>120</td>
<td>Abstractor.</td>
</tr>
<tr>
<td>121</td>
<td>Draftsman.</td>
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<tr>
<td>122</td>
<td>Bookkeeper.</td>
</tr>
<tr>
<td>123</td>
<td>Certified Public Accountant.</td>
</tr>
<tr>
<td>124</td>
<td>Stenographer or Typist.</td>
</tr>
<tr>
<td>125</td>
<td>Other Office or Clerical Work.</td>
</tr>
<tr>
<td>126</td>
<td>Telegraph Operator.</td>
</tr>
<tr>
<td>127</td>
<td>Telephone Operator.</td>
</tr>
<tr>
<td>128</td>
<td>Time Keeper.</td>
</tr>
<tr>
<td>129</td>
<td>Dietician.</td>
</tr>
<tr>
<td>130</td>
<td>Foreign Correspondent.</td>
</tr>
<tr>
<td>131</td>
<td>Interpreter.</td>
</tr>
<tr>
<td>132</td>
<td>Inventor.</td>
</tr>
<tr>
<td>133</td>
<td>Librarian.</td>
</tr>
<tr>
<td>134</td>
<td>Salesman or Saleslady.</td>
</tr>
<tr>
<td>135</td>
<td>Traveling Salesman or Saleslady.</td>
</tr>
<tr>
<td>136</td>
<td>Confectioner (candy store).</td>
</tr>
<tr>
<td>137</td>
<td>Creameryman.</td>
</tr>
<tr>
<td>138</td>
<td>Grocer.</td>
</tr>
<tr>
<td>139</td>
<td>Grain Dealer.</td>
</tr>
<tr>
<td>140</td>
<td>Produce Dealer.</td>
</tr>
<tr>
<td>141</td>
<td>Miller.</td>
</tr>
<tr>
<td>142</td>
<td>Lumber Dealer.</td>
</tr>
<tr>
<td>143</td>
<td>Undertaker.</td>
</tr>
<tr>
<td>144</td>
<td>Furniture Dealer.</td>
</tr>
<tr>
<td>145</td>
<td>Coal Dealer.</td>
</tr>
<tr>
<td>146</td>
<td>Gravel, Rock or Sand Dealer.</td>
</tr>
<tr>
<td>147</td>
<td>Storekeeper, Misc.</td>
</tr>
<tr>
<td>148</td>
<td>Worker in Railroad Shops.</td>
</tr>
<tr>
<td>149</td>
<td>Baker, Cook or Chef.</td>
</tr>
<tr>
<td>150</td>
<td>Barber.</td>
</tr>
<tr>
<td>151</td>
<td>Beauty Parlor Specialist.</td>
</tr>
<tr>
<td>152</td>
<td>Butcher or Meat Packer.</td>
</tr>
<tr>
<td>153</td>
<td>Worker in Slaughter or Packing House.</td>
</tr>
<tr>
<td>154</td>
<td>Cigar-maker.</td>
</tr>
<tr>
<td>155</td>
<td>Furniture-maker.</td>
</tr>
<tr>
<td>156</td>
<td>Glass Blower.</td>
</tr>
<tr>
<td>157</td>
<td>Harness Maker or Leather Worker.</td>
</tr>
<tr>
<td>158</td>
<td>Interior Decorator.</td>
</tr>
<tr>
<td>159</td>
<td>Jeweler or Watchmaker.</td>
</tr>
<tr>
<td>160</td>
<td>Linotype Operator.</td>
</tr>
<tr>
<td>161</td>
<td>Marble or Granite Worker.</td>
</tr>
<tr>
<td>162</td>
<td>Molder, Founder, etc.</td>
</tr>
<tr>
<td>163</td>
<td>Optician or Oculist.</td>
</tr>
<tr>
<td>164</td>
<td>Painter or Paper Hanger.</td>
</tr>
<tr>
<td>165</td>
<td>Pattern Maker.</td>
</tr>
<tr>
<td>166</td>
<td>Plasterer.</td>
</tr>
<tr>
<td>167</td>
<td>Plumber.</td>
</tr>
<tr>
<td>168</td>
<td>Printer.</td>
</tr>
<tr>
<td>169</td>
<td>Roofer.</td>
</tr>
<tr>
<td>170</td>
<td>Sawyer or Planing Mill Operator.</td>
</tr>
<tr>
<td>171</td>
<td>Shoemaker or Repairer.</td>
</tr>
<tr>
<td>172</td>
<td>Telegraph or Telephone Linesman.</td>
</tr>
<tr>
<td>173</td>
<td>Tin, Steel or Metal Worker.</td>
</tr>
<tr>
<td>174</td>
<td>Upholsterer.</td>
</tr>
<tr>
<td>175</td>
<td>Longshoreman.</td>
</tr>
<tr>
<td>176</td>
<td>Milliner.</td>
</tr>
<tr>
<td>177</td>
<td>Tailor.</td>
</tr>
<tr>
<td>178</td>
<td>Nurse.</td>
</tr>
<tr>
<td>179</td>
<td>Maid or Servant.</td>
</tr>
<tr>
<td>180</td>
<td>Waiter or Waitress.</td>
</tr>
</tbody>
</table>
181 Janitor, Custodian or Furnace-man.
182 Dressmaker or Ladies' Tailor.
183 Laundry or Dry Cleaner.
184 Cleaning and Pressing Clothes.
185 Deliveryman.
186 Drayman, Teamster or Truck Driver.
187 Elevator Tender.
188 Express Agent.
189 Iceman or Milkman.
190 Inspector of Meters, etc.

191 Day Laborer.
192 Messenger.
193 Garbage Collector or Ashman.
194 Pullman Porter.
195 Street Cleaner.
196 Hotel Keeper or Manager.
197 Restaurant Keeper or Manager.
198 Rooming or Boarding House Keeper.
199 Piano Tuner.
200 Housewife.

Part B.

Write in the spaces below the names of any occupations that you would be willing to engage in as your life work, but which are not included in the printed list.

201 __________________________
202 __________________________
203 __________________________

Part C.

Now write in the spaces below the numbers of the three occupations that you think you would like best. If you are not sure, just guess.

I should like number 45 best of all. I should like number 69 next best. I would like number 92 third best.

Part D.

Now write in the space below the number of the one occupation which you think you will most likely follow.

I will most likely be a 69.

Part E.

Write in the spaces below the numbers of the three occupations of the entire list which you think are the best money-makers.

I think number 45 is the best money-maker. I think number 69 is the next best money-maker. I think number 92 is third best as a money-maker.

Part F.

Write in the spaces below the numbers of the three occupations of the entire list which you think people respect most, or look up to most.

I think people respect number 45 most of all. I think people respect number 69 next most. I think people respect number 92 third most.

Part G.

Now write in the spaces below the numbers of the three occupations which you think would be easiest to follow or which would probably require the least amount of work.

I think number 45 would require the least work. I think number 52 would be next easiest. I think number 84 would be third easiest.
LEHMAN'S VOCATIONAL ATTITUDE QUIZ
FOR GRADE THREE OR ABOVE

<table>
<thead>
<tr>
<th>Name</th>
<th>Paul Moon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth</td>
<td>Dec 20</td>
</tr>
<tr>
<td>Present Date</td>
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<tr>
<td>Age: Months</td>
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<tr>
<td>City</td>
<td>Lawrence</td>
</tr>
<tr>
<td>School</td>
<td>Corley</td>
</tr>
<tr>
<td>Grade</td>
<td>6-A</td>
</tr>
<tr>
<td>Teacher</td>
<td>Miss Holderness</td>
</tr>
<tr>
<td>Father's Occupation</td>
<td>Ice Company</td>
</tr>
</tbody>
</table>

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO
Part A.

What occupations would you be willing to follow as your life work?

Read through the following list of trades, professions and other occupations, and as you read through the list, draw a circle with your pencil around each number that stands in front of every occupation that you think you would be willing to engage in as your life work.

1 Dentist.
2 Doctor (physician, surgeon or specialist).
3 Lawyer.
4 Judge or Justice of the Peace.
5 Druggist or Pharmacist.
6 Banker.
7 Capitalist.
8 Loans, Mortgages, Investments in Stocks and Bonds.
9 Broker or Commission Man.
10 Buyer for a large store.
11 Real Estate Dealer.
12 Insurance Agent.
13 Editor or Publisher.
14 Newspaper Work.
15 Advertising Expert.
16 Sign Writer.
17 Window Trimmer.
18 Architect.
19 Bricklayer or Stonemason.
20 Carpenter or Cabinetmaker.
21 Contractor and Builder, Miscel.
22 Ship Builder.
23 Manufacturer.
24 Manager or Superintendent, Miscel.
25 Foreman, Miscel.
26 Automobile Dealer.
27 Garage Owner, Operator or Mechanic.
28 Mechanic (other than auto mechanic).
29 Blacksmith.
30 Machinist.
31 Boiler-maker.
32 Tool Maker.
33 Army Officer.
34 Soldier.
35 Naval Officer.
36 Sailor.
37 Mail Carrier or Postmaster.
38 Consular or Diplomatic Service.
39 Other Government Service.
40 Politician or Statesman.
41 Movie Actor or Actress.
42 Actor or Actress in the Theater.
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44 Circus Performer.
45 Motion-picture Show (owner, operator or employee).
46 Theatre Business (other than movie).
47 Showman (not a performer).
48 Artist (oil paintings, etc.).
49 Photographer.
50 Commercial Art.
51 Sculptor.
52 Musician.
53 Singer.
54 Poet.
55 Designer.
56 Writer (novels, magazine articles, etc.).
57 College Professor.
58 Scientist or Research Specialist.
59 Statistician.
60 Superintendent of City Schools.
61 School Principal.
62 Teacher in High School.
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65 Radio Expert.
66 Aviator.
67 Jockey or Automobile Racer.
68 Physical Director or Athletic Coach.
69 Professional Boxer or Wrestler.
70 Professional Baseball Player.
71 Other Professional Athletics.
72 Steeplejack or Chimney Sweep.
73 Brakeman or Conductor on a Train.
74 Fireman or Engineer on a Train.
75 Switchman or Yardman.
76 Fireman (answering fire alarms).
77 Street Car Conductor.
78 Motorman.
79 Bus Driver or Chauffeur.
80 Chemist or Chemical Engineer.
81 Civil Engineer.
82 Surveyor.
83 Electrician or Electrical Engineer.
84 Mechanical Engineer.
85 Mining Engineer.
86 Mining, Miscel.
87 Stationary Engineer.
88 Efficiency Expert.
89 Engraver.
90 Farmer, Miscel.
91 Stockraiser or Ranchman. 136 Confectioner (candy store).
92 Poultry Raising. 137 Creameryman.
93 Dairyman. 138 Grocer.
94 Fruit Grower. 139 Grain Dealer.
95 Nurseryman. 140 Produce Dealer.
96 Truck Gardening. 141 Miller.
97 Landscape Gardening. 142 Lumber Dealer.
98 Florist. 143 Undertaker.
99 Veterinarian. 144 Furniture Dealer.
100 Cowboy. 145 Coal Dealer.
101 Sheepherder.
102 Fisherman, Hunter or Trapper. 146 Gravel, Rock or Sand Dealer.
103 Explorer. 147 Storekeeper, Miscel.
104 Prospector for Gold, Oil, Gas, etc. 148 Worker in Railroad Shops.
105 Worker in Oil and Gas Fields. 149 Baker, Cook or Chef.
106 Traveler (for pleasure). 150 Barber.
107 Forest Ranger or Woodsman. 151 Beauty Parlor Specialist.
108 Detective or Secret Service Work. 152 Butcher or Meat Packer.
109 Night Watchman. 153 Worker in Slaughter or Packing House.
110 Sheriff or Policeman. 154 Cigar-maker.
111 Politician or Statesman. 155 Furniture-maker.
112 Auctioneer.
113 Minister (preacher or priest). 156 Glass Blower.
114 Evangelist. 157 Harness Maker or Leather Worker.
115 Missionary. 158 Interior Decorator.
116 Lecture Work (other than preaching). 159 Jeweler or Watchmaker.
117 Social Service. 160 Linotype Operator.
118 Private Secretary. 161 Marble or Granite Worker.
119 Auditor. 162 Molder, Founder, etc.
120 Abstractor. 163 Optician or Oculist.
121 Draftsman. 164 Painter or Paper Hanger.
122 Bookkeeper. 165 Pattern Maker.
123 Certified Public Accountant. 166 Plasterer.
124 Stenographer or Typist.
125 Other Office or Clerical Work. 167 Plumber.
126 Telegraph Operator. 168 Printer.
127 Telephone Operator. 169 Roofer.
128 Time Keeper. 170 Sawyer or Planing Mill Operator.
129 Dietician. 171 Shoemaker or Repairer.
130 Foreign Correspondent. 172 Telegraph or Telephone Linesman.
131 Interpreter. 173 Tin, Steel or Metal Worker.
132 Inventor. 174 Upholsterer.
133 Librarian. 175 Longshoreman.
134 Salesman or Saleslady. 176 Milliner.
135 Traveling Salesman or Saleslady. 177 Tailor.
178 Nurse.
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180 Waiter or Waitress.
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182 Dressmaker or Ladies' Tailor.
183 Laundry or Dry Cleaner.
184 Cleaning and Pressing Clothes.
185 Deliveryman.
186 Drayman, Teamster or Truck Driver.
187 Elevator Tender.
188 Express Agent.
189 Iceman or Milkman.
190 Inspector of Meters, etc.
191 Day Laborer.
192 Messenger.
193 Garbage Collector or Ashman.
194 Pullman Porter.
195 Street Cleaner.
196 Hotel Keeper or Manager.
197 Restaurant Keeper or Manager.
198 Rooming or Boarding House Keeper.
199 Piano Tuner.
200 Housewife.

Part B.

Write in the spaces below the names of any occupations that you would be willing to engage in as your life work, but which are not included in the printed list.

201 Work in a big Factory
202
203

Part C.

Now write in the spaces below the numbers of the three occupations that you think you would like best. If you are not sure, just guess.

I should like number 32 best of all. I should like number 54 next best. I would like number 60 third best.

Part D.

Now write in the space below the number of the one occupation which you think you will most likely follow.

I will most likely be an Automobile Dealer 26

Part E.

Write in the spaces below the numbers of the three occupations of the entire list which you think are the best money-makers.

I think number 132 is the best money-maker. I think number 48 is the next best money-maker. I think number 54 is third best as a money-maker.

Part F.

Write in the spaces below the numbers of the three occupations of the entire list which you think people respect most, or look up to most.

I think people respect number 68 most of all. I think people respect number 13 next most. I think people respect number 60 third most.

Part G.

Now write in the spaces below the numbers of the three occupations which you think would be easiest to follow or which would probably require the least amount of work.

I think number 6 would require the least work. I think number 48 would be next easiest. I think number 48 would be third easiest.
LEHMANN'S
VOCATIONAL ATTITUDE QUIZ
FOR GRADE THREE OR ABOVE

Name: [Handwritten]
Sex: [Handwritten]
Date of Birth: [Handwritten]
Present Date: Dec. 17, 1979
Age: Years 12, Months 5
Nationality: American
City: [Handwritten]
School: [Handwritten]
Grade: 12
Teacher: [Handwritten]
Father's Occupation: Street Car Conductor

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Florist.
Veterinarian.
Cowboy.

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VOCATIONAL ATTITUDE QUIZ
FOR GRADE THREE OR ABOVE

Name.

Date of Birth

Age: Years

City

Grade

Father's Occupation

Sex

Present Date

Nationality

School

Teacher

DOB: 7/19

Sex: Girl

AMERICAN

Lawrence

30

G0

Driver's Conductor

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**Part A.**

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187 Elevator Tender.
188 Express Agent.
189 Iceman or Milkman.
190 Inspector of Meters, etc.
191 Day Laborer.
192 Messenger.
193 Garbage Collector or Ashman.
194 Pullman Porter.
195 Street Cleaner.
196 Hotel Keeper or Manager.
197 Restaurant Keeper or Manager.
198 Rooming or Boarding House Keeper.
199 Piano Tuner.
200 Housewife.

Part B.
Write in the spaces below the names of any occupations that you would be willing to engage in as your life work, but which are not included in the printed list.

201 ______________________________
202 ______________________________
203 ______________________________
204 ______________________________
205 ______________________________
206 ______________________________

Part C.
Now write in the spaces below the numbers of the three occupations that you think you would like best. If you are not sure, just guess.

I should like number ______ best of all. I should like number ______ next best. I would like number ______ third best.

Part D.
Now write in the space below the number of the one occupation which you think you will most likely follow.

I will most likely be a ______

Part E.
Write in the spaces below the numbers of the three occupations of the entire list which you think are the best money-makers.

I think number ______ is the best money-maker. I think number ______ is the next best money-maker. I think number ______ is third best as a money-maker.

Part F.
Write in the spaces below the numbers of the three occupations of the entire list which you think people respect most, or look up to most.

I think people respect number ______ most of all. I think people respect number ______ next most. I think people respect number ______ third most.

Part G.
Now write in the spaces below the numbers of the three occupations which you think would be easiest to follow or which would probably require the least amount of work.

I think number ______ would require the least work. I think number ______ would be next easiest. I think number ______ would be third easiest.