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## A survey of vocational choosing by high school pupils

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A SURVEY OF VOCATIONAL CHOOSING BY HIGH  
SCHOOL PUPILS

by  
Harold Schulte

Contributions of the Graduate School  
Indiana State Teachers College  
Number 290

Submitted in Partial Fulfillment of  
the Master of Arts Degree in  
Education

1936

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Harold Schulte

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## I. INTRODUCTION

### A. General Statements

1. Vocational Guidance. It is rapidly becoming an acknowledged fact that vocational guidance should be a part of the curriculum of each high school. Just how high school curricula are to be arranged to meet this problem has not been fully determined.

The investigator has for the past five years attempted to act as vocational counselor for high school seniors. It was observed that few seniors had definite vocational choices or had ideas concerning a choice, and that the majority of these had no conception of the requirements of the vocation nor did they realize what advantages or disadvantages their chosen vocation offered.

It was further noted that with few exceptions high school seniors desired to do something and not to become drifters or public and private charges.

2. Statement of the Problem. This study was undertaken with a four-fold purpose: first, to determine what factor ranks highest in determining a high school pupil's choice of a vocation; second, to find if there is a difference in the choice of vocation of high school pupils in schools of various sizes; third, to determine whether or not the high schools under study are offering any effective vocational guidance; and fourth, to find out what individuals are commanding the

pupils' admiration and what influence the occupations of these individuals has upon the pupil's vocational choice.

### B. Method of Investigation

The writer prepared a questionnaire to be given in grades ten, eleven, and twelve. A total of 895 questionnaires were distributed as follows: seniors, 318; juniors, 257; and sophomores, 319.

In order to obtain the vocational ideas of pupils in schools of different sizes, questionnaires were given in Gerstmeyer High School of Terre Haute and in Sullivan High School of Sullivan, both large schools, and in the following small schools: Frichton, Oaktown, Glendale (Arizona), Carlisle, Edwardsport, and Freelandville.

In collecting the data in table form all the returns from the small schools were listed under the heading small schools.

## II. PRESENTATION AND TREATMENT OF DATA

### A. Choice of Vocations Made by Students

1. Presentation and Treatment of Data. Table I, pages 5 to 6, shows vividly the occupational choices of the students of the three upper grades of the high schools studied. As has been stated, the schools were classed as the large high schools, represented by Gerstmeyer and Sullivan, and the small high schools, represented by Frichton, Oaktown, Glendale, Carlisle, Edwardsport, and Freelandville. On the questionnaire the students were asked to state whether or not they had chosen an occupation and, if so, what the occupation was. The results were compiled under the various vocations chosen by classes and schools.

2. Analysis and Summary of Data. The study shows, as revealed in Table I, that the teaching profession leads in occupational choices. Nursing proved to be the second choice of occupations, although open only to girls. This was to be expected, since girls of the adolescent age are often eager to become members of the nursing profession. It is interesting to note that only five girls of the entire group listed housekeeping as a choice.

Of the occupations listed, the choices vary from 77 students desiring to follow the teaching profession to 1 each desiring to become a veterinarian, a salesman, and a commercial artist. The choices in general ranged from the highest of

the professions to the common laborer.

3. Summary of Data. Table II is a report of Table I on a basis of classes. It gives the number of students by classes, seniors, juniors, and sophomores, choosing the different occupations. Teaching leads as a vocation among the seniors and nursing among the juniors and sophomores. The vocations ranking highest over all three classes are teaching, nursing, stenography, engineering, office work, and farming.

The correlations of the rankings of the top twelve vocations in Table I are as follows:

|                                    |       |
|------------------------------------|-------|
| Gerstmeyer and Small Schools ..... | 39%   |
| Gerstmeyer and Sullivan .....      | 33.6% |
| Sullivan and Small Schools .....   | 75.1% |

#### B. Seven Factors Which Might Influence a Pupil in his Choice of Vocation

1. Presentation of Data. The distribution of the seven factors which were most potent in influencing the pupils in a choice of a vocation is shown in Table III, page 9. The list of seven factors is as follows: occupation of parents, advice of parents, advice of minister, advice of other persons, the student's experience, and the student's success. The table reveals the number of times each of the seven factors was indicated by seniors, juniors, and sophomores in the high schools studied. Each of the seven factors is set out in the table according to its rank as indicated by the students.

2. Analysis and Summary. In the case of Gerstmeyer High

TABLE I

## OCCUPATIONS CHOSEN BY HIGH SCHOOL PUPILS

| Occupation      | School      |             |                |       |             |             |                |       |               |             |                |       |
|-----------------|-------------|-------------|----------------|-------|-------------|-------------|----------------|-------|---------------|-------------|----------------|-------|
|                 | Gerstmeyer  |             |                |       | Sullivan    |             |                |       | Small Schools |             |                |       |
|                 | Sen-<br>ior | Jun-<br>ior | Sopho-<br>more | Total | Sen-<br>ior | Jun-<br>ior | Sopho-<br>more | Total | Sen-<br>ior   | Jun-<br>ior | Sopho-<br>more | Total |
| Teaching        | 12          | 1           | 3              | 16    | 6           | 5           | 4              | 15    | 21            | 13          | 22             | 56    |
| Nurse           | 5           | 0           | 2              | 7     | 2           | 3           | 7              | 12    | 14            | 21          | 22             | 57    |
| Stenographer    | 8           | 4           | 11             | 23    | 7           | 2           | 4              | 13    | 11            | 11          | 5              | 27    |
| Engineer        | 5           | 3           | 3              | 11    | 7           | 2           | 4              | 13    | 8             | 11          | 6              | 25    |
| Office Work     | 9           | 2           | 0              | 11    | 1           | 2           | 6              | 9     | 11            | 11          | 5              | 27    |
| Farmer          | 2           | 1           | 1              | 4     | 0           | 5           | 3              | 8     | 10            | 13          | 9              | 32    |
| Aviator         | 1           | 4           | 5              | 10    | 2           | 1           | 0              | 3     | 5             | 7           | 4              | 16    |
| Mechanic        | 5           | 4           | 6              | 15    | 0           | 3           | 1              | 4     | 2             | 6           | 2              | 10    |
| Printing        | 11          | 4           | 0              | 15    | 0           | 0           | 0              | 0     | 5             | 0           | 0              | 5     |
| Musician        | 5           | 2           | 2              | 9     | 0           | 2           | 3              | 5     | 2             | 3           | 3              | 8     |
| Beauty Operator | 2           | 0           | 1              | 3     | 2           | 0           | 1              | 3     | 7             | 4           | 4              | 15    |
| Business        | 0           | 2           | 1              | 3     | 3           | 0           | 2              | 5     | 9             | 0           | 2              | 11    |
| Physician       | 2           | 2           | 3              | 7     | 0           | 0           | 1              | 1     | 3             | 1           | 2              | 6     |

TABLE I (Continued)

|                 |    |    |    |    |   |   |   |    |   |    |    |    |
|-----------------|----|----|----|----|---|---|---|----|---|----|----|----|
| Lawyer          | 0  | 1  | 1  | 2  | 2 | 2 | 3 | 7  | 1 | 0  | 2  | 3  |
| Secretary       | 0  | 0  | 0  | 0  | 0 | 0 | 3 | 3  | 2 | 2  | 4  | 8  |
| Electrician     | 2  | 0  | 3  | 5  | 0 | 1 | 0 | 1  | 0 | 1  | 2  | 3  |
| Civil Service   | 3  | 0  | 2  | 5  | 0 | 1 | 0 | 1  | 1 | 0  | 1  | 2  |
| Baseball Player | 1  | 0  | 3  | 4  | 0 | 2 | 0 | 2  | 1 | 0  | 0  | 1  |
| Journalism      | 2  | 0  | 0  | 2  | 0 | 2 | 0 | 2  | 1 | 1  | 0  | 2  |
| Artist          | 2  | 1  | 1  | 4  | 1 | 1 | 0 | 2  | 0 | 0  | 0  | 0  |
| Forestry        | 1  | 1  | 0  | 2  | 0 | 0 | 1 | 1  | 0 | 0  | 3  | 3  |
| Undertaker      | 1  | 0  | 2  | 3  | 1 | 0 | 0 | 1  | 0 | 2  | 0  | 2  |
| Housekeeper     | 0  | 1  | 1  | 2  | 1 | 0 | 1 | 2  | 0 | 0  | 1  | 1  |
| Radio           | 1  | 1  | 0  | 2  | 0 | 0 | 0 | 0  | 0 | 1  | 2  | 3  |
| Navy            | 3  | 0  | 1  | 4  | 0 | 0 | 0 | 0  | 0 | 1  | 0  | 1  |
| Chemist         | 2  | 0  | 0  | 2  | 0 | 0 | 0 | 0  | 1 | 0  | 1  | 2  |
| Machinist       | 0  | 1  | 3  | 4  | 0 | 0 | 0 | 0  | 0 | 0  | 0  | 0  |
| Missionary      | 0  | 1  | 1  | 2  | 0 | 1 | 1 | 2  | 0 | 0  | 0  | 0  |
| Miscellaneous*  | 10 | 11 | 10 | 31 | 0 | 3 | 8 | 11 | 8 | 11 | 16 | 35 |

\*Here are totaled the choices for a number of occupations chosen by fewer than 5 pupils each.

TABLE II

SUMMARY OF THE CHOICES OF VARIOUS OCCUPATIONS  
AS TO THEIR GRADE IN HIGH SCHOOL

| Occupation      | Seniors | Juniors | Sophomores | Grand<br>Total |
|-----------------|---------|---------|------------|----------------|
| Teaching        | 39      | 19      | 29         | 87             |
| Nurse           | 21      | 24      | 31         | 76             |
| Stenographer    | 26      | 17      | 20         | 63             |
| Engineer        | 20      | 16      | 13         | 49             |
| Office Work     | 21      | 15      | 11         | 47             |
| Farmer          | 12      | 19      | 13         | 44             |
| Mechanic        | 7       | 13      | 9          | 29             |
| Aviator         | 8       | 12      | 9          | 29             |
| Printing        | 16      | 4       | 0          | 20             |
| Musician        | 7       | 7       | 8          | 22             |
| Beauty Operator | 11      | 4       | 6          | 21             |
| Business        | 12      | 2       | 5          | 19             |
| Physician       | 5       | 3       | 5          | 13             |
| Lawyer          | 3       | 3       | 6          | 12             |
| Secretary       | 2       | 2       | 7          | 11             |
| Electrician     | 2       | 2       | 5          | 9              |
| Civil Service   | 4       | 1       | 3          | 8              |
| Baseball Player | 2       | 2       | 3          | 7              |
| Journalism      | 3       | 3       | 0          | 6              |
| Artist          | 3       | 2       | 1          | 6              |
| Forestry        | 1       | 1       | 4          | 6              |
| Undertaker      | 2       | 2       | 2          | 6              |

TABLE II (Continued)

|                |     |     |     |     |
|----------------|-----|-----|-----|-----|
| Housekeeper    | 1   | 1   | 3   | 5   |
| Radio          | 1   | 2   | 2   | 5   |
| Navy           | 3   | 1   | 1   | 5   |
| Chemist        | 3   | 0   | 1   | 5   |
| Machinist      | 0   | 1   | 3   | 4   |
| Missionary     | 0   | 2   | 2   | 4   |
| Miscellaneous* | 17  | 24  | 34  | 75  |
| Totals         | 252 | 204 | 236 | 692 |

\*Here are totaled the choices for a number of occupations chosen by fewer than 5 pupils each.



TABLE III  
CAUSES WHICH INFLUENCED THE STUDENTS  
CHOICE OF OCCUPATION

| Choice              | Schools    |         |            |          |         |            |               |         |            | Total |
|---------------------|------------|---------|------------|----------|---------|------------|---------------|---------|------------|-------|
|                     | Gerstmeyer |         |            | Sullivan |         |            | Small Schools |         |            |       |
|                     | Sen-ior    | Jun-ior | Sopho-more | Sen-ior  | Jun-ior | Sopho-more | Sen-ior       | Jun-ior | Sopho-more |       |
| Experience          | 23         | 15      | 23         | 6        | 13      | 20         | 39            | 45      | 33         | 217   |
| Advice of Parent    | 28         | 12      | 30         | 10       | 6       | 23         | 38            | 28      | 38         | 213   |
| Advice of Others    | 23         | 14      | 24         | 9        | 10      | 23         | 25            | 34      | 34         | 196   |
| Success             | 16         | 13      | 16         | 4        | 14      | 25         | 24            | 32      | 31         | 175   |
| Parent's Occupation | 7          | 5       | 8          | 4        | 7       | 10         | 7             | 17      | 14         | 79    |
| Advice of Teachers  | 13         | 6       | 3          | 3        | 2       | 10         | 13            | 13      | 12         | 75    |
| Advice of Minister  | 2          | 6       | 2          | 1        | 0       | 1          | 1             | 1       | 2          | 16    |
| Totals              | 112        | 71      | 106        | 37       | 52      | 112        | 147           | 170     | 164        | 971   |

Correlations for Table III

Gerstmeyer and Small Schools - 92.9%  
 Gerstmeyer and Sullivan ----- 61.6%  
 Sullivan and Small Schools --- 64.3%

School the advice of parents ranks highest as a controlling factor in all three classes, advice of other persons ranks second, and experience third.

Advice of parents ranks highest according to the Seniors at Sullivan High School, while the Juniors and Sophomores are guided most by success.

The study of the small high schools reveals that experience ranks highest in case of the Seniors and Juniors but that the Sophomores rank advice of parents highest.

The advice of the minister ranks lowest in the three classes of all the schools with the exception of the Juniors of Gerstmeier. Advice of teachers seems to carry very little weight in determining vocational choices. This is somewhat surprising in view of the fact that Table I revealed the leading choice of occupation to be the teaching profession.

### C. Preparation of Students for Chosen Vocations

1. Presentation of Data. Table IV, page 11, is a tabulation of "yes" and "no" questions as answered by the students. The purpose of this portion of the study is to ascertain what preparation the student has had for his chosen occupation and to learn to what extent he has benefited from his occupational studies in high school.

Two questions, reading as follows, were asked upon this topic: Have you read about this occupation? and Have you

TABLE IV

ANSWERS TO QUESTIONS NUMBERS FOUR, FIVE, SIX,  
AND SEVEN AS WAS GIVEN BY THE STUDENTS

| Questionnaire<br>Number | Seniors |    |       | Juniors |    |       | Sophomores |    |       | Total |     |
|-------------------------|---------|----|-------|---------|----|-------|------------|----|-------|-------|-----|
|                         | Yes     | No | Blank | Yes     | No | Blank | Yes        | No | Blank | Yes   | No  |
| Gerstmeyer              |         |    |       |         |    |       |            |    |       |       |     |
| 4                       | 91      | 13 | 11    | 39      | 12 | 9     | 67         | 14 | 5     | 197   | 39  |
| 5                       | 87      | 14 | 14    | 37      | 12 | 11    | 59         | 20 | 6     | 153   | 46  |
| 6                       | 106     | 5  | 4     | 48      | 5  | 7     | 77         | 4  | 5     | 231   | 14  |
| 7                       | 100     | 8  | 7     | 43      | 8  | 9     | 67         | 7  | 11    | 210   | 23  |
| Sullivan                |         |    |       |         |    |       |            |    |       |       |     |
| 4                       | 32      | 5  | 13    | 27      | 8  | 15    | 45         | 11 | 10    | 114   | 24  |
| 5                       | 29      | 8  | 13    | 30      | 6  | 14    | 43         | 13 | 10    | 102   | 27  |
| 6                       | 35      | 3  | 12    | 32      | 4  | 14    | 57         | 0  | 9     | 124   | 7   |
| 7                       | 33      | 2  | 15    | 29      | 3  | 18    | 53         | 1  | 12    | 115   | 6   |
| Small Schools           |         |    |       |         |    |       |            |    |       |       |     |
| 4                       | 92      | 22 | 39    | 109     | 31 | 7     | 39         | 28 |       | 240   | 81  |
| 5                       | 81      | 31 | 41    | 108     | 32 | 7     | 75         | 40 |       | 264   | 103 |
| 6                       | 83      | 30 | 40    | 100     | 33 | 14    | 88         | 29 |       | 271   | 92  |
| 7                       | 73      | 12 |       | 87      | 18 | 22    | 68         | 13 |       | 228   | 43  |

chosen your subjects in high school in order to better fit yourself for this work?

The following questions were asked the students of the various schools studied concerning their occupational studies in high school: Does your high school offer any course (or courses) which might give you any idea of a number of different occupations? and If your school does, do you think the course has benefited you? The study was made on the same basis, that is by the three upper classes, as was made in the first two tables.

2. Analysis and Summary. The data in this table show that in the answers to the questions concerning the student's preparation for this chosen occupation the number answering "yes" far exceeded those answering "no." The percentage of "yes" answers were about equal for the small and large schools. This indicates that students in all classes, regardless of size of school, were giving close attention to and planning carefully for their later occupation.

Approximately 75 per cent of the students answered "yes" to the question which asked if the student derived any benefit from occupational studies as given in high school. This shows that according to the belief of the students, the schools are meeting, at least to some extent, the needs of the individual in studying and choosing occupations. It would seem from this study that vocational guidance in the small high schools, contrary to what might be expected, compares favorably with that of the larger schools.

D. A Survey of Students' Opinions of Their Ability  
to Join the Chosen Occupation

1. Presentation and Treatment of Data. Table V, page 14, is a compilation of the students' answers to questions 9, 10, and 12 of the questionnaire. The questions required only "yes" or "no" answers. The questions were as follows: (9) Do you believe you are mentally and physically able to follow the occupation you have chosen? (10) Do you know about what it will cost to prepare for and enter this occupation? (12) Do you know if you can financially afford the cost?

The answers have been compiled by number and by schools together with totals.

2. Analysis and Summary. In answer to question 9, the students indicated almost 100 per cent that they feel that they are mentally and physically able to enter the chosen occupations. The seniors were slightly more sure than were the juniors or sophomores.

The students, in answering question 10, showed that they were quite indefinite as to cost of preparing for and entering the occupation. From 75 per cent to 85 per cent of the students indicated that they had little or no knowledge of the cost. The seniors as might be expected had a better idea concerning the cost, approximately 50 per cent answering "yes" to the question.

According to the answers for question 12 from 75 per cent to 85 per cent of the students were uncertain as to whether

TABLE V  
RESULTS OF QUESTIONS NINE, TEN, AND  
TWELVE

| Question<br>Number   | Seniors |    | Juniors |    | Sophomores |    | Total |     |
|----------------------|---------|----|---------|----|------------|----|-------|-----|
|                      | Yes     | No | Yes     | No | Yes        | No | Yes   | No  |
| <u>Gerstmeyer</u>    |         |    |         |    |            |    |       |     |
| 9                    | 100     | 3  | 44      | 4  | 76         | 7  | 220   | 14  |
| 10                   | 46      | 40 | 13      | 28 | 30         | 48 | 89    | 116 |
| 12                   | 37      | 39 | 6       | 26 | 39         | 36 | 82    | 101 |
| <u>Sullivan</u>      |         |    |         |    |            |    |       |     |
| 9                    | 35      | 0  | 35      | 0  | 57         | 1  | 127   | 1   |
| 10                   | 18      | 18 | 19      | 16 | 19         | 37 | 56    | 71  |
| 12                   | 15      | 17 | 14      | 18 | 28         | 26 | 57    | 61  |
| <u>Small Schools</u> |         |    |         |    |            |    |       |     |
| 9                    | 85      | 1  | 126     | 4  | 112        | 4  | 323   | 9   |
| 10                   | 52      | 51 | 53      | 78 | 38         | 65 | 143   | 194 |
| 12                   | 54      | 44 | 75      | 59 | 50         | 46 | 179   | 149 |

they could meet the cost of entering their chosen vocation., This would be expected since so many were not sure of the expense.

E. Subjects Desired by Pupils but not Offered  
by Their Schools

1. Presentation of Data. In the questionnaire the pupil was asked to list the subjects he would like to take but which were not offered in his particular school. Table VI, pages 16 to 17 , gives a list of the subjects chosen and the number of times each was selected by the three upper classes in Gerst-meyer, Sullivan, and small high schools.

2. Analysis and Summary. Although requests were made for as many as 63 subjects, the frequency of choice would not justify the adoption of more than ten of these by the various schools. Commerce ranked first in the small high schools as a desired subject. This was partly due to the fact that one small high school in the study had had a commerce department but had discontinued it. The students in that school voted heavily for commercial subjects. Subjects greatly desired in both the large and small high schools were French, Spanish, and German. Gerstmeyer, being a technical school, had 19 requests for Aeronautics, while the small school students rather strongly requested courses in advanced mathematics, chemistry, physics, and public speaking.

TABLE VI (Continued)  
TABLE VI

SUBJECTS REQUESTED BY HIGH SCHOOL PUPILS WHICH ARE NOT  
OFFERED IN THEIR SCHOOL

| Subjects Desired     | Schools    |         |            |          |         |            |               |         |            | Total |
|----------------------|------------|---------|------------|----------|---------|------------|---------------|---------|------------|-------|
|                      | Gerstmeier |         |            | Sullivan |         |            | Small Schools |         |            |       |
|                      | Sen-ior    | Jun-ior | Sopho-more | Sen-ior  | Jun-ior | Sopho-more | Sen-ior       | Jun-ior | Sopho-more |       |
| Commerce             | 0          | 0       | 0          | 0        | 0       | 15         | 42            | 26      | 29         | 112   |
| French               | 0          | 0       | 0          | 4        | 8       | 11         | 11            | 6       | 11         | 51    |
| Advanced Mathematics | 2          | 1       | 0          | 4        | 2       | 1          | 5             | 7       | 7          | 29    |
| Aeronautics          | 7          | 4       | 8          | 1        | 1       | 0          | 0             | 1       | 1          | 23    |
| Spanish              | 6          | 2       | 1          | 3        | 1       | 3          | 1             | 2       | 3          | 22    |
| German               | 5          | 2       | 3          | 1        | 1       | 3          | 1             | 2       | 3          | 21    |
| Agriculture          | 0          | 0       | 0          | 0        | 4       | 6          | 2             | 5       | 3          | 20    |
| Chemistry            | 0          | 0       | 0          | 0        | 0       | 0          | 12            | 5       | 3          | 20    |
| Art                  | 0          | 0       | 0          | 2        | 1       | 2          | 1             | 9       | 3          | 18    |
| Physics              | 0          | 0       | 0          | 0        | 0       | 0          | 7             | 7       | 1          | 15    |
| Manual Training      | 0          | 0       | 0          | 0        | 0       | 0          | 2             | 1       | 10         | 13    |
| Public Speaking      | 0          | 0       | 0          | 2        | 3       | 4          | 3             | 0       | 1          | 13    |



TABLE VI (Continued)

|                |    |   |   |   |   |   |   |   |   |    |
|----------------|----|---|---|---|---|---|---|---|---|----|
| Dramatics      | 2  | 0 | 0 | 4 | 2 | 0 | 1 | 1 | 2 | 12 |
| Auto Mechanics | 0  | 0 | 0 | 2 | 0 | 2 | 1 | 5 | 0 | 10 |
| Music          | 0  | 0 | 0 | 1 | 1 | 1 | 1 | 3 | 2 | 8  |
| Radio          | 1  | 1 | 0 | 1 | 0 | 1 | 0 | 2 | 2 | 8  |
| Bible Study    | 0  | 1 | 0 | 1 | 2 | 0 | 0 | 2 | 0 | 6  |
| Botany         | 0  | 2 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 6  |
| Drawing        | 0  | 0 | 0 | 3 | 0 | 0 | 3 | 0 | 0 | 6  |
| Journalism     | 2  | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 6  |
| Beauty Culture | 1  | 0 | 2 | 1 | 0 | 0 | 1 | 0 | 0 | 5  |
| Salesmanship   | 2  | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 5  |
| Miscellaneous* | 23 | 7 | 3 | 6 | 4 | 0 | 5 | 7 | 4 | 59 |

\*Here are totaled the subjects requested by fewer than five students.

## F. Advantages of Occupations Chosen

1. Presentation and Treatment of Data. The pupils were asked to state a few of the advantages of the vocations they had chosen. Space was allowed for the statement of as many as three or four advantages. The results of the study are shown in Table VII, page 19.

2. Summary and Conclusions. Nineteen different advantages were set out. Good pay proved to be the leading advantage with 187 students choosing it. Opportunity and advancement were second and third respectively with 75 students choosing opportunity and 68 choosing advancement. Seventeen listed "Future" as an advantage, but this could well be listed with advancement.

In general this particular part of the study indicates that the students have had very little training in seeking out the advantages of various occupations. It is evident that they have done very little careful thinking into the matter for themselves.

## G. Disadvantages of Occupations Chosen

1. Presentation and Treatment of Data. A study was made to find to what extent the students had considered the disadvantages of the occupations and what they felt these disadvantages to be. They were allowed space on the questionnaire to list three or four disadvantages. The results of this study, arranged by schools and by classes, are given in Table VIII, pages 21 to -- . The totals of the different disadvantages

TABLE VII

## ADVANTAGES OF OCCUPATIONS AS LISTED BY HIGH SCHOOL PUPILS

| Advantages         | Schools    |         |            |          |         |            |               |         |            | Total |
|--------------------|------------|---------|------------|----------|---------|------------|---------------|---------|------------|-------|
|                    | Gerstmeyer |         |            | Sullivan |         |            | Small Schools |         |            |       |
|                    | Sen-ior    | Jun-ior | Sopho-more | Sen-ior  | Jun-ior | Sopho-more | Sen-ior       | Jun-ior | Sopho-more |       |
| Good Pay           | 41         | 13      | 33         | 9        | 2       | 12         | 18            | 29      | 30         | 187   |
| Opportunity        | 18         | 2       | 8          | 8        | 1       | 8          | 13            | 10      | 6          | 74    |
| Advancement        | 10         | 6       | 0          | 4        | 1       | 8          | 7             | 4       | 8          | 68    |
| Working Conditions | 13         | 5       | 9          | 0        | 2       | 8          | 8             | 19      | 12         | 67    |
| Meet People        | 10         | 1       | 6          | 5        | 1       | 3          | 9             | 7       | 13         | 55    |
| Service            | 3          | 0       | 3          | 1        | 2       | 3          | 6             | 11      | 11         | 40    |
| Steady Work        | 8          | 0       | 5          | 0        | 0       | 3          | 5             | 1       | 9          | 31    |
| Good Hours         | 6          | 0       | 7          | 1        | 0       | 0          | 7             | 3       | 6          | 30    |
| Interesting        | 11         | 0       | 2          | 0        | 0       | 0          | 6             | 3       | 6          | 28    |
| Own Boss           | 2          | 1       | 1          | 0        | 0       | 0          | 4             | 9       | 3          | 20    |
| Short Preparation  | 2          | 0       | 2          | 0        | 1       | 2          | 6             | 2       | 2          | 17    |
| Future             | 0          | 5       | 3          | 0        | 0       | 2          | 1             | 3       | 3          | 17    |
| Education          | 3          | 1       | 0          | 3        | 0       | 0          | 0             | 1       | 5          | 13    |

TABLE VII (Continued)

| DISADVANTAGES OF COOPERATION BY CHINESE AND AMERICAN STUDENTS |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|---|----|
|   | 1 | 3 | 2 | 0 | 1 | 1 | 0 | 4 | 0 | 12 |
| Travel  | 1 | 3 | 2 | 0 | 1 | 1 | 0 | 4 | 0 | 12 |
| Enjoyable   | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 3 | 3 | 8  |
| Experience  | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 5  |
| Pension   | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 4  |
| Plenty Food   | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 3  |
| Good Appearance   | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1  |

TABLE VIII

## DISADVANTAGES OF OCCUPATIONS AS LISTED BY HIGH SCHOOL PUPILS

| Disadvantages           | Schools    |         |            |          |         |            |               |         |            | Total |
|-------------------------|------------|---------|------------|----------|---------|------------|---------------|---------|------------|-------|
|                         | Gerstmeier |         |            | Sullivan |         |            | Small Schools |         |            |       |
|                         | Sen-ior    | Jun-ior | Sopho-more | Sen-ior  | Jun-ior | Sopho-more | Sen-ior       | Jun-ior | Sopho-more |       |
| Overcrowded             | 16         | 0       | 7          | 5        | 1       | 4          | 11            | 8       | 19         | 71    |
| Unhealthful             | 7          | 2       | 10         | 1        | 2       | 6          | 9             | 9       | 11         | 57    |
| Hard work               | 0          | 0       | 1          | 0        | 0       | 10         | 6             | 14      | 14         | 51    |
| Expensive preparation   | 5          | 1       | 4          | 3        | 3       | 9          | 5             | 9       | 3          | 42    |
| Long hours              | 6          | 1       | 4          | 0        | 0       | 1          | 9             | 11      | 6          | 38    |
| Dangerous               | 2          | 3       | 6          | 0        | 1       | 3          | 2             | 10      | 6          | 33    |
| Poor working conditions | 13         | 2       | 0          | 3        | 3       | 0          | 0             | 1       | 4          | 26    |
| Poor pay                | 2          | 0       | 0          | 2        | 0       | 0          | 10            | 6       | 3          | 23    |
| Away from home          | 2          | 1       | 0          | 0        | 0       | 2          | 1             | 3       | 2          | 11    |
| Uncertain               | 1          | 0       | 1          | 1        | 0       | 3          | 1             | 2       | 0          | 9     |
| No advancement          | 0          | 1       | 0          | 0        | 1       | 0          | 1             | 1       | 1          | 5     |
| Loss of friends         | 0          | 0       | 0          | 1        | 0       | 0          | 2             | 0       | 0          | 3     |
| Own boss                | 0          | 0       | 0          | 0        | 0       | 0          | 1             | 0       | 0          | 1     |
| Political changes       | 0          | 0       | 0          | 0        | 0       | 0          | 1             | 0       | 0          | 1     |
| Responsibility          | 0          | 0       | 0          | 0        | 0       | 0          | 1             | 0       | 0          | 1     |

listed are also shown.

2. Analysis and Summary of Data. Judging by the number of student votes, overcrowded condition of the vocation heads the list of disadvantages. We find that the students of the large high schools feel definitely that this factor is the greatest disadvantage, while the students of the small high schools list hard work as a very close second.

In general the following disadvantages head the list in the order named: overcrowded condition, unhealthful condition, hard work, expensive preparation, and long hours. It is to be noted that one sophomore of the small schools has listed responsibility as a disadvantage. The study of disadvantages indicates the lack of student training which would enable him to search out the advantages and disadvantages of his particular choice of vocation.

#### H. Recreations as Chosen by High School

##### Students

1. Presentation and Treatment of Data. The writer, feeling that the acquiring of an ability to choose an avocation is an important result of a vocational guidance program, questioned the pupils upon this topic. The names of twelve leading recreations were placed on the questionnaire, and the student was asked to list his first and second choice. Space was left for the pupils to write in their own choices if they were not included in the given twelve. The results of the study are given

in Tables IX, X, and XI, pages 24 to 26. Table IX reveals, the first and second choices by classes for the Gerstmeier school, Table X, for the Sullivan school, and Table XI for the combined small high schools.

2. Analysis and Summary of Data. The students confined their choices to the twelve forms of recreation outlined by the writer. In the case of Gerstmeier, athletics led all others by far as a choice of recreations with 186 first and second choices. Reading was the second choice with 132 votes and music a close third with 131 indicating it as a first or second choice.

At Sullivan, the other large high school, athletics ranked first with 106 votes. Reading was second with 96 and radio third with 92. Hiking and dancing ranked rather high at Sullivan, showing a tendency toward the physical form of recreation.

Reading was the first choice of recreation given by the students of the small schools. Three hundred and three students listed it as first or second choice. Music was given as first or second choice by 246 students while hiking was third with 245 votes. In contrast to the leading role athletics played in the large schools, this form of recreation received 241 votes and was fifth.

The number that listed auto riding, parties, and loafing with others as their preferences for recreation was quite surprising.

TABLE IX

THE VARIOUS RECREATIONS AS WERE CHOSEN BY HIGH  
SCHOOL PUPILS OF GERSTMAYER HIGH SCHOOL

| Recreations         | Seniors         |                  | Juniors         |                  | Sophomores      |                  | Total |
|---------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-------|
|                     | First<br>Choice | Second<br>Choice | First<br>Choice | Second<br>Choice | First<br>Choice | Second<br>Choice |       |
| Athletics           | 56              | 17               | 34              | 5                | 66              | 8                | 186   |
| Reading             | 36              | 23               | 15              | 14               | 27              | 17               | 132   |
| Building things     | 12              | 14               | 16              | 8                | 29              | 11               | 90    |
| Hiking              | 28              | 13               | 11              | 12               | 36              | 15               | 115   |
| Loafing with others | 2               | 13               | 5               | 8                | 3               | 15               | 46    |
| Auto Riding         | 25              | 11               | 21              | 8                | 33              | 19               | 117   |
| Movies              | 28              | 17               | 16              | 14               | 29              | 22               | 126   |
| Dancing             | 33              | 18               | 16              | 4                | 27              | 19               | 117   |
| Parties             | 17              | 13               | 8               | 5                | 20              | 13               | 76    |
| Radio               | 31              | 16               | 18              | 4                | 34              | 21               | 124   |
| Music               | 36              | 14               | 14              | 9                | 47              | 11               | 131   |
| Conversation        | 16              | 9                | 6               | 6                | 14              | 12               | 63    |



TABLE X

THE VARIOUS RECREATIONS AS WERE CHOSEN BY THE HIGH SCHOOL  
PUPILS OF SULLIVAN HIGH SCHOOL

| Recreation          | Seniors      |               | Juniors      |               | Sophomores   |               | Total |
|---------------------|--------------|---------------|--------------|---------------|--------------|---------------|-------|
|                     | First Choice | Second Choice | First Choice | Second Choice | First Choice | Second Choice |       |
| Athletics           | 25           | 3             | 22           | 6             | 38           | 12            | 106   |
| Reading             | 13           | 14            | 18           | 6             | 26           | 19            | 96    |
| Building things     | 6            | 12            | 9            | 7             | 12           | 27            | 73    |
| Hiking              | 15           | 6             | 13           | 6             | 30           | 17            | 87    |
| Loafing with others | 3            | 13            | 4            | 11            | 22           | 21            | 74    |
| Auto Riding         | 10           | 8             | 12           | 8             | 27           | 18            | 83    |
| Movies              | 11           | 13            | 12           | 9             | 27           | 18            | 90    |
| Dancing             | 16           | 6             | 9            | 9             | 30           | 16            | 86    |
| Parties             | 14           | 7             | 11           | 6             | 22           | 17            | 77    |
| Radio               | 20           | 6             | 15           | 8             | 30           | 13            | 92    |
| Music               | 13           | 8             | 12           | 7             | 28           | 18            | 86    |
| Conversation        | 9            | 7             | 11           | 5             | 22           | 20            | 74    |

TABLE XI

THE VARIOUS RECREATIONS AS WERE CHOSEN BY THE HIGH SCHOOL  
PUPILS OF THE SMALL HIGH SCHOOLS

| Recreation          | Seniors         |                  | Juniors         |                  | Sophomores      |                  | Total |
|---------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-------|
|                     | First<br>Choice | Second<br>Choice | First<br>Choice | Second<br>Choice | First<br>Choice | Second<br>Choice |       |
| Athletics           | 79              | 14               | 38              | 19               | 69              | 22               | 241   |
| Reading             | 45              | 42               | 81              | 55               | 60              | 20               | 303   |
| Building things     | 21              | 27               | 28              | 51               | 28              | 27               | 182   |
| Hiking              | 37              | 31               | 49              | 39               | 45              | 44               | 245   |
| Loafing with others | 17              | 37               | 27              | 30               | 19              | 28               | 158   |
| Auto Riding         | 38              | 29               | 50              | 27               | 44              | 26               | 214   |
| Movies              | 50              | 26               | 54              | 30               | 34              | 29               | 223   |
| Dancing             | 39              | 18               | 42              | 34               | 22              | 29               | 184   |
| Parties             | 31              | 33               | 41              | 41               | 40              | 19               | 265   |
| Radio               | 42              | 28               | 62              | 32               | 57              | 22               | 243   |
| Music               | 43              | 27               | 74              | 29               | 54              | 19               | 246   |
| Conversation        | 33              | 19               | 38              | 32               | 30              | 25               | 177   |

Although the choices in general appear very good, it would seem that there is much yet to be done by the high school in teaching students concerning the choosing of avocations.

### I. Student Choice of Extra-Curricular Organizations

1. Presentation and Treatment of Data. This portion of the study was made by the writer to find the relationship between the student's choice of vocation, avocation, and club organization and to determine if there was any connection between these activities and vocational choices. Table XII, page 28, presents a list of organizations in which the seniors, juniors, and sophomores of Gerstmeyer, Sullivan, and small high schools hold membership. This table includes the number the pupils holding membership in each organization.

The questionnaire listed the following organizations to be checked: Boy Scouts, Girl Scouts, Hi-Y, Y. M. C. A., Y. W. C. A., 4-H, Boy's Club, and Girl's Club. Space was provided for the insertion of additional organizations not listed.

2. Analysis and Summary. It is to be observed that eight additional organizations are listed by the students. The membership in these organizations is small, however, compared to the eight originally listed in the questionnaire.

Membership in the Boy Scouts, Hi-Y, and Blue Tri led at Gerstmeyer, while the 4-H Club led at Sullivan and the small high schools. This is to be expected as those clubs leading at Gerstmeyer are largely urban organizations, while 4-H

TABLE XII

## ORGANIZATIONS OF WHICH HIGH SCHOOL PUPILS ARE MEMBERS

| Organization              | Schools     |             |                |             |             |                |               |             |                | Total |
|---------------------------|-------------|-------------|----------------|-------------|-------------|----------------|---------------|-------------|----------------|-------|
|                           | Gerstmeyer  |             |                | Sullivan    |             |                | Other Schools |             |                |       |
|                           | Sen-<br>ior | Jun-<br>ior | Sopho-<br>more | Sen-<br>ior | Jun-<br>ior | Sopho-<br>more | Sen-<br>ior   | Jun-<br>ior | Sopho-<br>more |       |
| Boy Scouts                | 12          | 11          | 13             | 6           | 12          | 9              | 3             | 7           | 6              | 79    |
| Girl Scouts               | 1           | 0           | 1              | 3           | 6           | 10             | 4             | 3           | 1              | 29    |
| Hi Y                      | 9           | 3           | 6              | 7           | 10          | 4              | 4             | 4           | 4              | 58    |
| Y.M.C.A.                  | 11          | 2           | 6              | 0           | 0           | 1              | 0             | 0           | 0              | 20    |
| Y.W.C.A.                  | 3           | 0           | 1              | 0           | 0           | 0              | 0             | 0           | 0              | 4     |
| 4-H                       | 3           | 0           | 1              | 5           | 10          | 14             | 25            | 21          | 41             | 120   |
| Boy's Club                | 8           | 2           | 3              | 0           | 3           | 0              | 5             | 2           | 1              | 24    |
| Girl's Club               | 3           | 0           | 0              | 4           | 3           | 10             | 0             | 0           | 0              | 20    |
| National Honor<br>Society | 4           | 0           | 0              | 0           | 0           | 0              | 0             | 0           | 0              | 4     |
| G. A. A.                  | 5           | 1           | 0              | 0           | 0           | 0              | 0             | 0           | 0              | 6     |
| Camera Club               | 2           | 0           | 0              | 0           | 0           | 0              | 0             | 0           | 0              | 2     |

TABLE XII (continued)

|                  |   |   |   |   |   |    |   |   |   |    |
|------------------|---|---|---|---|---|----|---|---|---|----|
| Athletic Club    | 2 | 0 | 0 | 0 | 0 | 0  | 0 | 0 | 0 | 2  |
| Dramatic Club    | 4 | 1 | 0 | 0 | 0 | 0  | 0 | 0 | 0 | 5  |
| Band             | 2 | 0 | 0 | 0 | 0 | 0  | 0 | 0 | 0 | 2  |
| Blue Tri         | 8 | 5 | 9 | 0 | 3 | 14 | 0 | 0 | 0 | 39 |
| Collector's Club | 3 | 0 | 0 | 0 | 0 | 0  | 0 | 0 | 0 | 3  |

Club work is almost altogether a rural enterprise.

With the exception of the 4-H Club, the membership in the organizations listed was so small that no conclusions could be drawn. The large membership shown by the 4-H Club indicates that the boys of Sullivan and the small schools are interested in outdoor rural life and the girls in out-door life and home-making. This, of course, is contrary to their choices of occupation but corresponds rather closely with choices of avocation.

#### J. Individuals Admired by Pupils

1. Presentation and Treatment of Data. The pupil was asked to designate the individual he admired most whether living or dead. The purpose of the writer was to discover in how many cases students admired individuals connected with the occupation of their choice. Table XIII, pages 31 to 33, shows the results of this portion of the study.

2. Analysis and Summary. In those cases in which local individuals were named, the writer could make no comparisons, for he had no way of knowing the individual's occupation.

Several similarities were found, however, between the student's choice of occupation and the occupation of the most admired individual. Of the seventy-six who chose nursing, fourteen admired Florence Nightingale. There were twenty-nine who chose aviation as a vocation, and of these, eight admired Lindbergh. Of the seventeen who chose

TABLE XIII  
INDIVIDUALS ADMIRIED BY PUPILS

| Person<br>Admired    | Schools     |             |                |             |             |                |               |             |                | Total |
|----------------------|-------------|-------------|----------------|-------------|-------------|----------------|---------------|-------------|----------------|-------|
|                      | Gerstmeier  |             |                | Sullivan    |             |                | Small Schools |             |                |       |
|                      | Sen-<br>ior | Jun-<br>ior | Sopho-<br>more | Sen-<br>ior | Jun-<br>ior | Sopho-<br>more | Sen-<br>ior   | Jun-<br>ior | Sopho-<br>more |       |
| Local                | 22          | 14          | 35             | 6           | 7           | 10             | 20            | 9           | 23             | 128   |
| Lincoln              | 8           | 6           | 9              | 6           | 4           | 2              | 22            | 21          | 22             | 98    |
| Lindbergh            | 3           | 2           | 3              | 1           | 2           | 3              | 4             | 4           | 3              | 25    |
| Florence Nightengale | 1           | 0           | 0              | 1           | 1           | 2              | 10            | 2           | 7              | 24    |
| Washington           | 2           | 2           | 3              | 2           | 1           | 0              | 4             | 1           | 8              | 23    |
| Edison               | 2           | 1           | 1              | 1           | 1           | 1              | 4             | 3           | 3              | 17    |
| F D Roosevelt        | 4           | 2           | 1              | 4           | 1           | 2              | 0             | 0           | 3              | 16    |
| T H Roosevelt        | 1           | 0           | 1              | 1           | 1           | 1              | 2             | 2           | 0              | 9     |
| Helen Keller         | 0           | 0           | 0              | 0           | 0           | 3              | 3             | 1           | 2              | 9     |
| Amelia Earhart       | 0           | 0           | 1              | 1           | 1           | 1              | 0             | 1           | 2              | 7     |
| Jane Adams           | 5           | 0           | 0              | 0           | 0           | 0              | 0             | 0           | 0              | 5     |
| Admiral Byrd         | 2           | 0           | 1              | 0           | 1           | 0              | 0             | 0           | 1              | 5     |
| Knute Rockne         | 0           | 0           | 1              | 0           | 0           | 3              | 0             | 0           | 1              | 5     |
| Will Rogers          | 1           | 0           | 1              | 0           | 0           | 0              | 0             | 1           | 2              | 5     |

TABLE XIII (Continued)

|                     |   |   |   |   |   |   |   |   |   |   |
|---------------------|---|---|---|---|---|---|---|---|---|---|
| Christ              | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 3 |
| Clara Barton        | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 3 |
| Wayne King          | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 |
| Henry Ford          | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 3 |
| Edward Bok          | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| George Rogers Clark | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Ceasar              | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Hoover              | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| Max Bear            | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Noah                | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Napoleon            | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Woodrow Wilson      | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| Ginger Rogers       | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| John O'Conner       | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Matherson           | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Shakespeare         | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| "Dizzy" Dean        | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |



TABLE XIII (Continued)

|                 |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|---|---|---|---|---|---|---|---|---|---|---|
| George Gipp     | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Mae West        | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Stanley Jones   | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Babe Ruth       | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Louis Pasteur   | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Andrew Carnegie | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Jack Dempsey    | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |

electricity, four were admirers of Edison. Two of the four who chose missionary work admired Stanley Jones. The one individual who chose social work admired Jane Addams most. In no other case was there an association between the vocational choice and the person most admired.

#### K. Occupation of Local Individual Most Admired by Pupils

1. Presentation and Treatment of Data. Table XIV, page 35, is a tabulation of that portion of the questionnaire which asked that the student list the occupation of the individual he admired most in his own community. The purpose was to learn if there was any correlation between the student's chosen vocation and the vocation of the local individual most admired by the student.

2. Analysis and Summary of Data. As is shown in the table, teachers were most admired by students in all the schools studied.

Cartoonists have very often pictured the teacher as an autocrat and a tyrant. Many people regard the teacher as an individual knowing a few things gathered from books but utterly lacking in any practical knowledge and unable to meet people on their own ground. These assumptions are either false or the pupils were not honest in filling out the questionnaires. It is not probable that pupils would admire teachers with whom they have nothing in common. The students were not compelled to sign the questionnaires, and they knew that their own

TABLE XIV

## OCCUPATIONS OF LOCAL INDIVIDUALS WHOM PUPILS ADMIRER MOST

| Occupation    | Gerstmeier |           | Sullivan |           | Small Schools |           | Total |           |
|---------------|------------|-----------|----------|-----------|---------------|-----------|-------|-----------|
|               | Same       | Different | Same     | Different | Same          | Different | Same  | Different |
| Teaching      | 14         | 19        | 10       | 21        | 44            | 69        | 68    | 109       |
| Ministry      | 0          | 6         | 0        | 16        | 0             | 15        | 0     | 37        |
| Farming       | 1          | 1         | 2        | 3         | 9             | 19        | 12    | 23        |
| Medicine      | 5          | 3         | 1        | 6         | 4             | 8         | 10    | 17        |
| Business      | 2          | 4         | 3        | 3         | 4             | 6         | 9     | 13        |
| Housekeeping  | 2          | 6         | 1        | 0         | 1             | 7         | 4     | 13        |
| Nursing       | 2          | 3         | 1        | 0         | 2             | 7         | 5     | 10        |
| Mechanician   | 2          | 2         | 1        | 1         | 1             | 6         | 4     | 9         |
| Music         | 3          | 2         | 2        | 1         | 3             | 1         | 8     | 4         |
| Law           | 1          | 1         | 3        | 2         | 1             | 4         | 5     | 7         |
| Secretaryship | 0          | 4         | 1        | 0         | 2             | 1         | 3     | 5         |
| Selling       | 0          | 4         | 1        | 1         | 0             | 2         | 1     | 7         |
| Engineering   | 2          | 1         | 0        | 1         | 0             | 4         | 2     | 6         |
| Aviation      | 2          | 2         | 0        | 0         | 1             | 2         | 3     | 4         |
| Mining        | 1          | 1         | 1        | 0         | 0             | 3         | 2     | 4         |
| Mail Carrying | 0          | 0         | 0        | 0         | 0             | 6         | 0     | 6         |

TABLE XIV (Continued)

|                  |   |   |   |   |   |   |   |   |
|------------------|---|---|---|---|---|---|---|---|
| Bookkeeping      | 1 | 2 | 0 | 1 | 0 | 2 | 1 | 5 |
| Truck Driving    | 0 | 4 | 0 | 0 | 1 | 1 | 1 | 5 |
| Railroading      | 0 | 5 | 0 | 0 | 0 | 1 | 0 | 6 |
| Undertaking      | 1 | 2 | 0 | 1 | 0 | 0 | 1 | 3 |
| Carpentry        | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 2 |
| Baseball Playing | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| Club Leadership  | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 3 |
| Stenography      | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Dancing          | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |

teachers would not read them. They had nothing to gain by, choosing their teachers as subjects for their admiration.

It is also interesting to note that students admired individuals in certain occupations such as the ministry, housekeeping, and selling, but chose other vocations for themselves. Music and baseball were the only fields in which a majority of pupils followed the vocation of that individual whom they most admired. However, the number of pupils expressing baseball and music as a choice was small.

L. Organizations in Which Admired Local  
Individuals Were Active

1. Presentation and Treatment of Data. This particular phase of the study was made to reveal the social and community activities of the individuals who were most admired by the pupils. The writer feels that proper vocational guidance in the high school should cause the student to look upon such activities as important in choosing an occupation. Table XV, page 38, shows the results of this study by schools and by classes.

2. Analysis and Summary of Data. The results show that these individuals take an active part in community affairs. In each of the three types of schools, all three classes reported church activities as leading, with school activities second. Young people's organizations ranked third, lodges fourth, and athletic groups fifth.

TABLE XV  
ORGANIZATIONS IN WHICH INDIVIDUALS (LISTED  
IN TABLE XIV) WERE ACTIVE

| Organization                   | Schools    |         |            |          |         |            |               |         |            | Total |
|--------------------------------|------------|---------|------------|----------|---------|------------|---------------|---------|------------|-------|
|                                | Gerstmeyer |         |            | Sullivan |         |            | Small Schools |         |            |       |
|                                | Sen-ior    | Jun-ior | Sopho-more | Sen-ior  | Jun-ior | Sopho-more | Sen-ior       | Jun-ior | Sopho-more |       |
| Church                         | 30         | 17      | 34         | 22       | 17      | 35         | 69            | 70      | 77         | 371   |
| School                         | 24         | 12      | 17         | 9        | 13      | 21         | 51            | 49      | 52         | 248   |
| Lodge                          | 25         | 12      | 14         | 11       | 10      | 11         | 26            | 31      | 25         | 165   |
| Young People's<br>Organization | 17         | 10      | 7          | 10       | 6       | 19         | 40            | 32      | 29         | 170   |
| Political<br>Organization      | 2          | 6       | 9          | 5        | 3       | 12         | 13            | 11      | 15         | 76    |
| Athletic Groups                | 16         | 7       | 14         | 12       | 11      | 12         | 16            | 30      | 23         | 141   |
| Labor Groups                   | 6          | 6       | 15         | 6        | 9       | 5          | 20            | 23      | 18         | 108   |
| Farm Groups                    | 2          | 2       | 6          | 3        | 4       | 5          | 17            | 27      | 22         | 88    |
| Boy Scouts                     | 0          | 0       | 0          | 0        | 0       | 0          | 0             | 0       | 2          | 2     |

The general results indicate that the students admire individuals who are active in community work. The fact that they admire those who take part in the leading and most uplifting social organizations would lead one to conclude that the three types of schools are teaching this phase of vocational guidance.

#### M. Reasons for Pupils' Admiration of Individuals

1. Presentation and Treatment of Data. The student was asked to give a brief statements telling why he admired the individual of his choice. This, again, should be an important part of a vocational guidance course. These statements were reduced to one word without changing their meaning and the results given in Table XVI, pages 40 and 41 .

2. Analysis and Treatment of Data. Twenty-seven different characteristics were listed from the student statements. Personality was the leading characteristic, with seventy-five students listing it. The next closest characteristic listed was friendly, given by forty-nine students. Successfulness, honestness, and cooperativeness followed in order.

The students showed that they had received training in choosing, through their teaching or through their own efforts, the ability to select admirable qualities in the individuals about them.

TABLE XVI

## REASONS FOR PUPILS' ADMIRATION OF INDIVIDUALS

| Reasons        | Schools    |         |            |          |         |            |               |         |            | Total |
|----------------|------------|---------|------------|----------|---------|------------|---------------|---------|------------|-------|
|                | Gerstmeier |         |            | Sullivan |         |            | Small Schools |         |            |       |
|                | Sen-ior    | Jun-ior | Sopho-more | Sen-ior  | Jun-ior | Sopho-more | Sen-ior       | Jun-ior | Sopho-more |       |
| Personality*   | 11         | 3       | 9          | 2        | 2       | 7          | 14            | 18      | 9          | 75    |
| Friendly       | 3          | 5       | 3          | 1        | 3       | 3          | 6             | 13      | 12         | 49    |
| Successful     | 3          | 2       | 1          | 1        | 3       | 6          | 6             | 6       | 7          | 35    |
| Honest         | 5          | 2       | 3          | 2        | 6       | 4          | 3             | 5       | 3          | 33    |
| Cooperation    | 8          | 0       | 2          | 0        | 0       | 2          | 9             | 2       | 6          | 29    |
| Intelligent    | 4          | 1       | 3          | 0        | 2       | 0          | 3             | 3       | 9          | 25    |
| Kind           | 2          | 0       | 2          | 1        | 0       | 3          | 6             | 10      | 1          | 25    |
| Service        | 2          | 0       | 8          | 6        | 2       | 0          | 3             | 1       | 3          | 25    |
| Disposition    | 2          | 1       | 1          | 0        | 3       | 0          | 7             | 0       | 5          | 19    |
| Contented      | 0          | 0       | 1          | 1        | 0       | 1          | 9             | 2       | 3          | 17    |
| Good Sport     | 3          | 1       | 4          | 1        | 0       | 1          | 2             | 4       | 0          | 16    |
| Good Character | 0          | 0       | 3          | 0        | 0       | 0          | 5             | 0       | 6          | 14    |
| High Ideals    | 3          | 0       | 4          | 0        | 0       | 3          | 0             | 2       | 2          | 14    |



TABLE XVI (Continued)

|                   |   |   |   |   |   |   |   |   |   |    |
|-------------------|---|---|---|---|---|---|---|---|---|----|
| Interesting       | 7 | 0 | 0 | 1 | 1 | 0 | 0 | 3 | 1 | 13 |
| Perservance       | 0 | 3 | 0 | 3 | 0 | 0 | 1 | 3 | 2 | 12 |
| Helpful           | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 4 | 0 | 12 |
| Generous          | 0 | 1 | 0 | 1 | 5 | 0 | 0 | 1 | 1 | 9  |
| Religious         | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 3 | 1 | 6  |
| Tactful           | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 5  |
| Polite            | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 4  |
| Understanding     | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 4  |
| Encourages others | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 4  |
| Independent       | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 4  |
| Courage           | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 3  |
| Dependable        | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1  |
| Self-Confident    | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1  |
| Efficient         | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1  |

\*Pupils' term

N. Questioning of the Admired Individual and  
his Reaction

1. Presentation and Treatment of Data. Questions 21, 22, and 23 of the questionnaire were given the students with the purpose of learning to what extent they had questioned individuals whom they admired concerning their occupations and to find the results of those questions. Interviews with such persons should be made a part of vocational guidance courses. The three questions were as follows: (21) Does this person appear to be satisfied with his or her occupation? (22) Does he or she discourage others from following this occupation? (23) Does he or she encourage others to enter this occupation?

Table XVII, page 43, shows the returns of these three questions by classes and by schools.

2. Analysis and Summary of Data. The answers to the three questions indicate that the students have questioned the individuals concerning their occupations. A high percentage of the persons questioned are satisfied with their occupations and encourage others to follow that occupation.

A study of this data indicates that the students interview leading persons in their community and that these individuals have advised them to choose their vocation if they like it and are capable of it.

TABLE XVII

RESULTS OF QUESTIONNAIRE NUMBERS TWENTY-  
ONE, TWENTY-TWO AND TWENTY-THREE  
AS WAS GIVEN BY THE STUDENTS

| Question<br>Number   | Seniors |    | Juniors |    | Sophomores |    | Total |     |
|----------------------|---------|----|---------|----|------------|----|-------|-----|
|                      | Yes     | No | Yes     | No | Yes        | No | Yes   | No  |
| <u>Gerstmeyer</u>    |         |    |         |    |            |    |       |     |
| 21                   | 64      | 3  | 28      | 3  | 47         | 3  | 139   | 6   |
| 22                   | 7       | 61 | 3       | 28 | 4          | 42 | 14    | 131 |
| 23                   | 36      | 23 | 21      | 9  | 33         | 11 | 90    | 43  |
| <u>Sullivan</u>      |         |    |         |    |            |    |       |     |
| 21                   | 28      | 0  | 29      | 0  | 43         | 0  | 100   | 0   |
| 22                   | 0       | 29 | 1       | 29 | 1          | 38 | 2     | 96  |
| 23                   | 21      | 6  | 16      | 8  | 29         | 2  | 66    | 16  |
| <u>Small Schools</u> |         |    |         |    |            |    |       |     |
| 21                   | 82      | 0  | 88      | 1  | 80         | 6  | 250   | 7   |
| 22                   | 1       | 77 | 9       | 86 | 4          | 82 | 14    | 245 |
| 23                   | 39      | 12 | 45      | 34 | 54         | 23 | 138   | 69  |

### III. FINDINGS AND CONCLUSIONS

#### A. Factors Determining Choice of Vocations

1. Students' Ability in the Use of Factors. The factors determining the student's choice of vocation were rather few in number and were those generally found by other surveys. The students seemed to have little training in choosing the important factors in deciding whether or not to enter a certain occupation. This was true for the large high schools as well as the small.

The senior classes showed a little more ability than the juniors and sophomores in the use of the determining factors. This was the result, evidently, of the fact that they were a little more mature and, being closer to adult life, were doing more serious thinking concerning their future.

2. Influences at Home Outstanding in Large School. The results of the survey showed that a high percentage of the students in the large schools answered that their choice of occupation was made largely through the advice of parents. This would indicate that the students talk to their parents, are guided by them, and are inclined to follow their advice. It could also mean that the schools are falling down in their guidance programs, and hence, the dependence of the students upon parental leadership.

3. Status of the Small School Student. The students of the small high schools felt that experience was the most important factor in determining their choices of vocations.

Since the small schools were located in rural regions and the students largely from farm homes, this choice might have been good if the students had indicated that they intended to follow the rural occupation of their parents. This, however, was not the case. Most of them had chosen occupations foreign to their immediate surroundings. This fact makes their reasoning ridiculous and shows definite lack of training, straight thinking, and guidance from any source.

4. The Teacher as a Factor. The advice of teachers had very little bearing upon the choice of occupations by students. Only a very small per cent of those students questioned indicated that their teacher's advice had brought about their choice. Teachers have the opportunity to guide students regardless of the subject or classes they teach. This study shows that the teachers as a group are not taking advantage of this opportunity and are not directly helping to mold the student's life work. On the other hand, the members of the teaching profession were most admired by the majority of the students. This admiration led many to chose teaching as their future work, thereby indicating that the teacher, while missing a direct opportunity to aid the student in selecting his vocation, has nevertheless an unwitting but important influence on that selection. Many pupils who admired their teachers most chose other vocations, and on the whole it cannot be said that the occupation of a pupils' "hero" has a great influence upon the pupil's vocational choice.

#### B. Choice of Vocations as to Size of Schools

1. General Choice of Occupations. A rather large per

cent of the students receiving the questionnaire had some definite vocational choice. Among the schools the following results were found as to the percentage who had made vocational choices:

Seniors; Gerstmeyer, 73 per cent

Seniors; Sullivan, 72 per cent

Seniors; Small schools, 80 per cent

Juniors; Gerstmeyer, 73 per cent

Juniors; Sullivan, 81 per cent

Juniors; Small schools, 70 per cent

Sophomores; Gerstmeyer, 82 per cent

Sophomores; Sullivan, 81 per cent

Sophomores; Small schools, 70 per cent

It is evident, then, that approximately the same percentage of students have chosen their occupations in the different sized schools.

2. Type of Vocation Chosen. The type of vocations chosen by the students of the various sized schools correlated more highly than was expected. There were, however, some differences which were apparently not controlled by the size of the schools, but by their location.

Teaching proved to be the most popular choice, generally speaking by the students of the different schools. Nursing ranked high because of its popularity among the girls of the small schools, especially the sophomore girls. Farming was naturally a much heavier choice among the small rural schools than in the city schools. This, of course, was to be expected.

There were many cases in which only one, two, or three students desired a certain vocation. These cases did not appear to be controlled by the size of the school.

C. Extent and Effectiveness of Vocation Guidance  
of the High Schools Under Study

1. Guidance in the Different Sized Schools. There appeared to be little or no difference in the ability to make intelligent vocational choices in the different schools studied. The students in all schools showed some training in choosing a vocation. It is reasonable to judge that this training was definitely haphazard and had not been administered properly. The students apparently had not been taught by an expert in the field of guidance, but had somehow gained a hazy understanding that they should choose a vocation early and work toward it during their high school career.

2. Students' Knowledge of Controlling Factors. Although the students knew there were controlling factors in making their choice and in the preparation for it, they had been left on their own resources in carrying the matter through. This fact is clearly shown when we learn that stenography and teaching were the most popular choices of occupations at Gerstmeier, a technical school, while mechanical work and the trades were just as popular among the small school students as they were at Gerstmeier. These weaknesses, stated above, are shown throughout the study to exist in all the different sized schools.

2. Good Results of the Guidance Offered. The survey reveals that the students have received some guidance. Although inadequate, such guidance was shown to have been very beneficial to those receiving it. The students have given some thought to the choice of occupation. They have considered different avocations to care for leisure time. Most of them have apparently read, to some extent, upon vocations. Their answers indicate that they have been led to take notice of people following the occupations in which they have become interested and to observe the status of these people in their own communities and in society in general. Table XVII, page , shows clearly that the students have been encouraged to interview persons whom they admire and individuals working in the occupation of their choice. The results from these interviews proved beneficial to the students, for the ones interviewed have proved themselves cooperative and encouraging to the students in making their final choices.

#### D. General Remarks

The survey reveals that, although much is being done in the different high schools to aid pupils in choosing vocations, there is much yet to be done. Expert vocational guidance teachers are needed in the high schools for the work in vocational guidance needs to be carefully planned and must have its proper place in the daily program.

The answers to the questionnaire show that the students



realize the importance of choosing an occupation carefully. This fact would assure the guidance teacher of interested pupils in a well directed class of this nature. The schools have the opportunity of taking a great forward step by studying carefully, planning for, and instituting vocational guidance courses to meet the needs of every individual to prepare for life.

## IV. APPENDIX

## A. Questionnaire

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

AGE \_\_\_\_\_ SEX \_\_\_\_\_ CLASS \_\_\_\_\_

To the student:

Please answer the following statements as accurately and fully as possible. If you have not come to a definite decision on some of the questions, answer them according to your present ideas. In answering the question which can be answered with a yes or no, underline the word yes if your answer is yes and no if your answer is no.

1. Have you decided what occupation you intend to follow after leaving school? Yes    No
2. If you have decided, state your choice. \_\_\_\_\_
3. Which of the following caused you to choose as you did?

|                              |           |
|------------------------------|-----------|
| Parent's occupation          | Yes    No |
| Advice of parent             | Yes    No |
| Advice of teacher            | Yes    No |
| Advice of minister           | Yes    No |
| Advice of some other person  | Yes    No |
| Experience in the occupation | Yes    No |
| Success in the occupation    | Yes    No |
| Other causes _____           |           |
| _____                        |           |
| _____                        |           |
4. Have you read about this occupation? Yes    No
5. Have you chosen your subjects in high school in order to better fit yourself for this work? Yes    No

6. Does your high school offer any course, (or courses) which might give you an idea of a number of different occupations?

Yes No

7. If your school does, do you think the course has benefited you?

Yes No

8. State subjects you would like to take but are not offered in your high school.

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9. Do you believe you are mentally and physically able to follow the occupation you have chosen?

Yes No

10. Do you know about what it will cost to prepare for and enter this occupation?

Yes No

11. State your estimate of the cost.

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12. Do you know if you can financially afford the cost? Yes No

13. Do you know how long it will take to get ready for this occupation?

Yes No

14. State the length of time. \_\_\_\_\_ years.

15. Name the advantages of the occupation.

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16. State the disadvantages of the occupation.

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17. Place the figure 1 after the following recreations you enjoy most, 2 after your second choice.

|                           |                    |
|---------------------------|--------------------|
| Athletics _____           | Radio _____        |
| Reading _____             | Music _____        |
| Building _____            | Conversation _____ |
| Hiking _____              | Others _____       |
| Loafing with others _____ | _____              |
| Auto Riding _____         | _____              |
| Movies _____              | _____              |
| Dancing _____             | _____              |
| Parties _____             | _____              |

18. Check any of the following of which you are a member.

Underscore those that are found in your community.

Boy Scouts \_\_\_\_\_

Girl Scouts \_\_\_\_\_

Hi Y \_\_\_\_\_

Y. M. C. A. \_\_\_\_\_

Y. W. C. A. \_\_\_\_\_

4H \_\_\_\_\_

Boy's Club \_\_\_\_\_

Girl's Club \_\_\_\_\_

Name any others \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19. What is the occupation of the man or woman in your community whom you admire most? \_\_\_\_\_

20. Check those organizations in which he or she is active.

Church \_\_\_\_\_

School \_\_\_\_\_

Lodge \_\_\_\_\_

Young People's Organizations \_\_\_\_\_

Political Organizations \_\_\_\_\_

Athletic Groups \_\_\_\_\_

Labor Groups \_\_\_\_\_

Farm Groups \_\_\_\_\_

Name any others \_\_\_\_\_

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

21. Does this person appear to be satisfied with his or her occupation? Yes No

22. Does he or she discourage others from following this occupation? Yes No

23. Does he or she encourage others to enter this occupation? Yes No

24. State briefly why you admire this individual.

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

25. Name the person, living or dead, for whom you have the most admiration. (This may be from any nation or race).

\_\_\_\_\_

26. In a few sentences explain why you admire him or her.

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