THE VALIDITY OF CERTAIN INFLUENCES AND FACTORS INVOLVED IN THE CHOICE OF A VOCATION

THESIS

Presented to the Graduate Council of the North Texas State Teachers College in Partial Fulfillment of the Requirements For the Degree of

MASTER OF SCIENCE

By

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Denton, Texas

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CHAPTER I

INTRODUCTION

One of the biggest problems confronting a high school graduate today is the question of what vocation to enter. As the social and economic structure of our civilization grows steadily more complex, the problem of a youth selecting the vocation that best fits his ability grows harder. Homer P. Rainey, Marion R. Trabue and Arthur L. Brandon in their book *Youth and Their Occupational Adjustment* very aptly state how the problem has grown. Quoting from their work:

It has not been many years since the chief requisite for obtaining remunerative work was the expressed desire to find a job. Just as frequently the employer sought the youth. The United States was a pioneer nation, and every young man expected to find a place. Nor was he doomed to disappointment. There were so many more jobs than job-seekers, that he usually had a choice of openings. Workers were in such demand that the nation permitted millions to be imported from abroad to fill the surplus places.

Entrance to the professions of law, the ministry, teaching or medicine was by way of the college, or home study and subsequent examination. Adoption of a trade or business was accomplished without elaborate preliminaries. A young man simply 'took up' or inherited a job. The then-known information in the learned professions was relatively limited, making training much less complicated than it is today. The ordinary work could be done by anyone. Routine was not difficult; technology was little known. . . .

Civilization was relatively simple, and young people could observe for themselves or participate actively in most of the communities' activities. A trade was learned by observation and practice. Each locality prided itself on its self-sufficiency,
for that meant independence. Therefore, a youth saw whatever variety there was in occupations and skills. He could select rather intelligently the kind of work that appealed to him, or adopt several types if a choice seemed difficult. . . . The community provided its youth with information on jobs and with guidance and training in the best way--at firsthand. . . .

In the modern setting such opportunities for observation are not available. Industrial life presents a maze of machinery and methods to the youth who may wish to watch some of the processes. One community thrives on textile production, another on coal mining, and another on automobiles. Even in the rural sections one is likely to see only a specialized dairy farmer, or cotton or wheat grower. Though youths are born with as great a variety of interests and abilities as ever, they are limited in their own communities in opportunities to experiment with these diversified interests. . . . Thus has the question 'What job shall I enter?' become a much more difficult one than it formerly was for a young man to answer. Economic factors have at the same time made it desirable that a present day individual answer the question the first time more precisely than did his father. How shall he be enabled to do it? Where will he get information about the requirements for jobs? How is he to know whether or not he has the personal qualifications and the interest for a given occupation? How best can he secure the necessary training or experience? 1

Many are the factors and influences entering into the question of the selection of a vocation, some accidental and some purposeful. Much of the literature in the field of vocational guidance abounds in the various methods to be used in determining what vocation a youth should enter.

Methods of finding out about the various occupations are

1Homer P. Rainey, Marion R. Trabue and Arthur L. Brandon, Youth and Their Occupational Adjustment, pp. 1-3.
pointed out and prescribed. Tests have been devised to determine the aptitudes, interests, and intelligence of youth in order that they may know what vocation to seek. The question of what age a person should be in order to select a vocation is raised. The factor of the occupation of parents is suggested as a guide in determining what vocation to follow.

A random sampling of some of the factors and influences to be used by guidance workers in helping youth to select the right vocation, advocated by various authorities in the field of vocational guidance, is given in the next few pages.

Jones in his book *Principles of Guidance*, recommends try-out and exploratory activities, the use of aptitude and intelligence tests, self-analysis and estimates of personality traits, out-of-school-jobs, interviews, visits to factories and shops, talks by businessmen, and the reading of biographies and occupational pamphlets as influences and factors to be used in aiding the young person to make a wise choice of a vocation.²

Kitson in *I Find My Vocation* advocates the student obtaining information from successful people in a vocation -- the interview, finding information in books and magazines,

trying out in the vocation, making vocational ladders, self-analysis, and the use of intelligence and interest tests as a guiding factor.

Kitson is hazy in his method of using intelligence tests. He says, "Under the mental requirements of the occupation we may ask: How much intelligence is needed?" There are tests that measure intelligence, but to date there are no valid occupational standards worked out through which the measures may be applied. There are tests designed to show a student where his interest lies in the vocational field.

Fryer suggests the use of the measure of intelligence, the intelligence quotient. He says, "Everyone should know his intelligence standing and plan his vocational career so that he may be on equal competitive terms with other men."

Neuberg in his book *Principles and Methods of Vocational Choice* lists books, contacts with occupations, and contacts with people, especially faculty members, as the best method to secure vocational information. He would use aptitude and intelligence tests to find out personal information about the youth and his fitness for an occupation. In addition to intelligence and aptitude tests he would determine a student's

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4Ibid., p. 43.
personality rating and measure his interest by means of an interest test.⁶

Cohen in Principles and Practices of Vocational Guidance advocates that the following factors and influences be used as a method of imparting vocational knowledge:

(1) Aptitude tests, (2) the curriculum, (3) the teacher imparting information, (4) taking children to visit industrial establishments, (5) presenting industrial processes through moving and still pictures, (6) teaching occupations, (7) inviting industrial managers to address the classes, (8) organizing an industrial museum, and (9) visiting industrial expositions, fairs and bazaars.⁷

He further advises to utilize the experiences of the individual and to develop good reading habits.

Koos and Kefauver in their book Guidance in the Secondary School not only point out the various methods of imparting vocational guidance knowledge, but in many cases they point out what has been done in the various ways. They recommend that information of a vocational guidance nature be given in the following ways:

1. The program of studies
2. The high school handbook
3. Bulletins on opportunities for vocational training
4. A guidance number of the school paper


⁷I. Davis Cohen, Principles and Practices of Vocational Guidance, pp. 135-137.
5. Published descriptions of occupational conditions and opportunities in the local community

6. Interviews with students about their vocational plans

They further list a group of factors that should be taken into consideration when a person is choosing a vocation. They are

1. What degree of success can the adviser expect?
2. What degree of enjoyment can he expect?
3. Does the occupation utilize the abilities which he possesses in largest measure?
4. Does he have sufficient ability for an occupation of higher level?
5. Can he remain in school long enough to obtain the required training?
6. Is his health adequate to meet the requirements of the occupation and has he any physical weaknesses that may be aggravated by the conditions of work?
7. What are the extent of demand and the probabilities for permanent employment in the occupation under consideration?

In investigating occupations Koos and Kefauver give the following advice:

1. Assemble and read all the material published on the field to be investigated.
2. Plan in detail the information desired.
3. Select with care the establishments to be studied.
4. Obtain approval of cooperation from the head of the organization.
5. Arrange through the management of the establishment for interviews with employers and employees.
6. Supplement the interview by analyses of vocational histories.

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8 Leonard V. Koos and Grayson N. Kefauver, Guidance in Secondary Schools, pp. 31-47.
9 Ibid., p. 485.
10 Ibid., pp. 102-104.
Proctor in his book *Vocations* gives five sources of vocational information. He lists books and pamphlets, moving pictures, visits to offices and industrial plants, personal interviews, and talks on vocations as the desired sources. In his chapter "What One Ought to Know about Oneself" he lists special interests, natural interests, acquired interests, special aptitudes and abilities, physical aptitudes, mental ability, social ability, and character traits.\(^1\)

Proctor is a fair example of all the authorities in the field. They offer a program, but they do not show scientifically that the program will result in youth selecting the best occupation. They do not offer any proof that their program will give the best results. A few quotations from Proctor will illustrate the point.

He says in regard to the use of books and pamphlets,

> A great deal has been written about every important vocation. By consulting city librarians, school librarians, and school counselors, it will be possible to get suggestions as to the best books and articles to read for certain vocations.\(^2\)

However true the above quotation may be, no proof is offered to show that the reading of occupational literature will result in the student's making the right selection of a vocation.

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\(^1\)William Martin Proctor, *Vocations*, pp. 14-23.

\(^2\)Ibid., p. 14.
Regarding the use of the interview as a source of vocational information, Proctor says,

Another source of vocational information is that of meeting and talking with people who are now engaged in the vocation about which to learn. It is usually desirable to have the teacher or counselor arrange for the interview, instruct the students concerning the best questions to ask, and tell them what to look for in the shop, office or place of business of the person interviewed. After the interview has been had the results should be reported to the class, or discussed in conference with the teacher as counselor.13

The above quotation contains a treatment of the technique to be used in interviewing a person about a vocation, but it does not answer the question of whether the information thus obtained will help the student make the right choice of a vocation.

One other example will be given from Proctor to show the need of a scientific evaluation of the factors and influences entering into the choice of a vocation. He says in regard to mental ability,

The mental ability of pupils can be tested in much the same way that physical ability is tested, that is, by contests in the various school subjects. Also, it is possible now to take tests worked out by psychologists, and from the results of these tests to get some idea of one's mental ability as compared with other persons of the same age and the same opportunities for study and learning. . . . Nearly every school system now gives these tests, and one can find out from the counselor whether one stood in the lower, the middle, or the upper third of those taking it. As these tests are now made up they give a good idea of one's ability to get on well in academic school subjects, but they do not tell us much

13 Ibid., p. 15.
about certain other abilities which also have a part in our success, both in school and in vocations. The fact that a person is in the lower third of those who take such an examination, does not necessarily mean that he will not succeed in life.\footnote{Ibid., pp. 25-26.}

Proctor, in the above quotation, is not very helpful in pointing out a definite way to use the intelligence test in vocational guidance work. He does not show how to use a student's intelligence rating in the matter of choosing the right vocation. He does not explain whether a person of high intelligence is better able to select the right vocation than one with low intelligence. If he had shown this fact, a counselor would know where to devote the best part of his energy.

In all the recommendations made by the authorities studied are found some factors and influences, either stated or implied, common to all. In none of the authorities quoted was there any evidence to show that their recommendations would enable a person to make a better choice of a vocation according to some known standard.

Most of the authorities quoted agreed that interest is one of the best criteria to use in the selection of an occupation. Proctor says,

We are much more likely to excel in activities in which we are interested than in activities to which we are more or less indifferent. That is why it is necessary for us to think of the kinds of things, and the types of activity in which we are
especially interested, when we are trying to select a vocation.\textsuperscript{15}

In the same connection Jones says,

One should, if possible, choose an occupation which interests him in which he can get joy and satisfaction. This not only makes possible a greater expenditure of energy, but also provides for individual development and individual happiness.\textsuperscript{16}

Rainey, Trabue and Brandon say,

True occupational adjustment involves much more than having sufficient ability to do one’s work. It implies an interest that continuously challenges the attention, an attitude toward the work which is wholesome, and personal relationships that are pleasurable, or at least not disagreeable.\textsuperscript{17}

If a standard interest test could be devised that would determine scientifically the true vocational interest of a student, a criterion could be established to use in measuring the other factors and influences used by students in determining their vocational choices. In this study the Hepner Vocational Interest Test is used in that manner.

Using the Hepner Vocational Interest Test as a criterion for selecting the right vocation, the other factors and influences were examined, sifted, and a selection made for testing purposes. The author added two not mentioned previously, age and occupation of parents, although Cohen

\textsuperscript{15}Ibid., p. 17.

\textsuperscript{16}Jones, \textit{op. cit.}, p. 311.

\textsuperscript{17}Rainey, Trabue and Brandon, \textit{op. cit.}, p. 30.
in his book *Principles and Practices of Vocational Guidance* mentions the influence of the occupation of parents.\(^\text{18}\)

The ten influences and factors finally selected for this study are as follows:

1. Age
2. Occupation of parent
3. Self-selection
4. Experience or try out
5. Personal observation
6. Interview
7. School curriculum
8. Influence of teachers
9. Reading of occupational literature
10. Mental ability.

\(^{18}\text{Cohen, op. cit., p. 66.}\)
CHAPTER II

METHODS OF CONDUCTING STUDY

Statement of Problem

This study undertakes to determine the validity of certain influences and factors involved in the choice of an occupation by high school seniors, as compared with their real interests as shown by Hepner's Vocational Interest Test. More specifically, it undertakes to answer the following questions: (1) Is age a factor in making the best selection according to their interests? (2) Does occupation of parents exert any influence in the selection of an occupation? (3) Is self-selection of an occupation better than choosing an occupation because of the influence of others? (4) Is experience an aid in making the best selection? (5) Is personal observation of a person engaged in the occupation conducive to making a wise choice? (6) Does an interview with a person engaged in the occupation aid in making a good selection? (7) Does the school curriculum exert an influence in making a good selection? (8) Is the influence of teachers conducive to making a good selection of an occupation? (9) What effect does the reading of occupational literature have upon making the right selection? (10) What is the influence of mental ability in making the right selection of an occupation?
Sources of Data

The data used in this investigation were taken from the following sources:

Data sheet filled in by all 1938 candidates for spring graduation in the Denton Senior High School.

Results of Hepner's Vocational Interest Test given to a select group of the 1938 candidates for spring graduation in the Denton Senior High School.

Results of Terman's Group Test of Mental Ability given to a select group of the 1938 candidates for spring graduation in the Denton Senior High School.

Collection of Data

Data were secured by means of data sheets filled in by all candidates for spring graduation in the 1938 class of Denton Senior High School (See Appendix A).

Students whose selections of a life occupation which coincided with Vocational Interest Patterns used in Hepner's Vocational Interest Test were selected and given the Vocational Interest Test (See Appendix B).

The selected group was given Terman's Group Test of Mental Ability and the intelligence quotient of each was determined from the test.
Limitations of the Problem

This study deals with information taken by means of a Hepner Vocational Interest Test. The Occupational Patterns set up in the test cover forty-nine occupations, twenty for women and twenty-nine for men; one test was omitted because it was made for college graduates. For the purpose of this study only those students who chose a life occupation for which a Vocational Interest Pattern had been devised were considered. The total number which qualified was seventy-seven, divided among twenty-nine boys and forty-seven girls. The occupations for which Vocational Interest Patterns have been made and used in this study are Men: Accountant, advertising man, artist or art teacher, securities broker, business proprietor, city manager, clergyman, compositor, copywriter in advertising, chemical engineer, civil engineer, farmer, hotel executive, lawyer, machinist, newspaper executive, personnel counselor, pharmacist, photo-engraver, physician, reporter, insurance salesman, specialty salesman, staples salesman, school principal, commercial teacher, physical education teacher, science teacher, and variety store manager. Women: Actress, artist or art teacher, dietitian, department-store buyer, general office work, librarian, newspaper woman, nurse, personnel counselor, sales clerk, school principal, social secretary, stenographer, commercial teacher, teacher of home economics, kindergarten teacher,
physical education teacher, science teacher, and in business for oneself.

**Definition of Terms**

For the purpose of this investigation the terms used are defined as follows:

**Hepner's Vocational Interest Test** is a test which is designed to find out the occupation which fits a person's real interests. It consists of 166 items dealing with various phases of occupational life; these items are divided into three main divisions: activities, surroundings for work, and types of people to deal with. The unit of measurement is known as the P. S. Q. which means Pattern Similarity Quotient.

Vocational Interest Patterns are patterns of interest which are derived from a study of more than fifty successful persons engaged in an occupation for more than five years. They represent the likes and dislikes of people in various occupations and are to be used as a standard in determining the occupation in which the student is most interested.

**Terman's Group Test of Mental Ability** is a standard test worked out to measure mental ability. The unit of measurement is the I.Q., Intelligence Quotient.

In all Tables, right selections mean they fit the Hepner Interest Pattern; wrong, means they do not fit.
The Hepner Vocational Interest Test

The 1937 Hepner Vocational Interest Test needs further explanation. It was prepared by H. W. Hepner, Syracuse University, and is explained in Finding Yourself in Your Work. His explanation of how to find your Pattern Similarity Quotient is as follows:

First, assume that you are in a situation which enables you to choose an ideal occupation, one of which all the elements or activities suit your interests. Then each of the occupational elements or activities listed on pages 229 to 233 (Vocational Interest Test, See Appendix B) will have one of the three following degrees of interest for you:

Like, L  Indifferent or Uncertain, ?  Dislike, D.

Draw a line through one of the three degrees after each element or activity. . . . Indicate your first reaction to each item.

Second, when you have marked the L, ? D, after each item in the list, cut out the transparent sheet you will find opposite 234 (Also furnished with each test) and copy your marks onto it. . . . Each occupation has its own special interest pattern. Place the transparent sheet that bears your interest pattern over one of the occupational pattern charts on pages 235 to 234. Where a line crosses a dot in a space of the occupational pattern, your interest pattern agrees with that of most successful workers in that occupation. Count the total number of line-dot agreements that
you see. Place the total number of these agreements in the space marked TOTAL and divide by the divisor given you. The answer or quotient is your Pattern Similarity Quotient (P. S. Q.) for that occupation.¹

Mr. Hepner further explains how to interpret the results. He says,

The P. S. Q.'s indicate roughly those occupations wherein your interests tend to agree with the studied interests of members of the occupation who have had five or more years experience in it. Bear in mind that fifty or more successful and happy persons in each occupation were studied in order to derive the pattern for that occupation. Wherever a dot appears on an occupational pattern, 60 per cent or more of the persons studied marked the L, ?, or D in that way. At least 5,600 men and women have taken part in constructing the interest patterns. . . . For most occupations the P. S. Q. appears to be about 80 per cent accurate. If a person experienced and trained in a given occupation of the forty-nine here represented computes his P. S. Q.'s and ranks them . . . the chances are 80 out of 100 that his occupation will be among the highest six P. S. Q.'s. . . . This suggests that the vocationally undecided person who computes his P. S. Q.'s should, in making a vocational choice, consider the six highest occupations and not merely the highest or rank-one occupation.²

For the purposes of this study Mr. Hepner's interpretation of the results is followed and any student whose choice of an occupation fits any of his highest six P. S. Q.'s is considered as having made a wise selection.

¹Harry Walker Hepner, Finding Yourself in Your Work, pp. 227-228.
²Ibid., p. 229.
CHAPTER III

INFLUENCES AND FACTORS BEARING UPON STUDENTS' CHOICE OF AN OCCUPATION

The purpose of this chapter is to present data relative to the influences and factors bearing upon the choice of an occupation by the group studied, compared with the results of the Hepner Vocational Interest Test. The following influences and factors will be studied:

1. Age
2. Occupation of parent
3. Self-selection of an occupation vs. influenced selection
4. Vacation time experience
5. Personal observation of a person engaged in the occupation
6. Interviewing a person engaged in the occupation
7. Influence of school curriculum
8. Influence of teachers
9. Reading of occupational literature
10. Influence of mental ability in making the right selection of a vocation.
### TABLE 1

**AGE DISTRIBUTION AND ITS INFLUENCE ON SELECTION AS SHOWN BY TESTS**

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th></th>
<th></th>
<th>GIRLS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Right</td>
<td>Wrong</td>
<td>Per Cent Right</td>
<td>No.</td>
<td>Right</td>
</tr>
<tr>
<td>Under 17</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>66.67</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>17 and above</td>
<td>14</td>
<td>9</td>
<td>5</td>
<td>64.28</td>
<td>20</td>
<td>13</td>
</tr>
</tbody>
</table>

The data in Table 1 show that of twenty-nine boys, nineteen made the right selection and ten wrong. For purposes of comparison they were divided into two groups, under seventeen, and seventeen and above.

There were fifteen boys in the group under seventeen. Ten, or 66.67 per cent made the right selection of a vocation, while five or 33.33 per cent made a wrong choice. There were fourteen boys in the seventeen or above-age group, nine of which, or 64.28 per cent, made the right selection of a vocation. Five of the older group, or 35.72 per cent made a wrong choice of a vocation.

The girls were divided into the same two divisions, the age seventeen being used as a dividing line. There were twenty-seven girls in the group under seventeen. Seventeen of the younger group, or 62.96 per cent, made the right choice of a vocation, while ten, or 37.04 per cent, made a wrong choice. The group of seventeen or above was composed
of twenty girls. Thirteen of the older group, or 65 per cent, made the right choice of a vocation; while seven, or 35 per cent, made the wrong choice.

**TABLE 2**

**INFLUENCE OF PARENTS' OCCUPATIONS ON CHOICE OF VOCATION**

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Right</td>
</tr>
<tr>
<td>White collar workers(^a)</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Non-white collar workers(^b)</td>
<td>13</td>
<td>7</td>
</tr>
</tbody>
</table>

\(^a\)White collar occupations: Merchants, salesmen, bankers, contractors, teachers, civil engineers, insurance agents, Justice of Peace, ministers, government workers, oil leasers, lawyers, and abstractors.

\(^b\)Non-white collar occupations: Farmers, carpenters, printers, potters, janitors, truck drivers, engineers, night watchmen, deputy sheriff, postal carriers, boarding house proprietors and cotton buyers.

The data in Table 2 attempt to show the influence of parents' occupations upon the ability of their children to make a wise selection of a vocation. Occupations were divided into two groups: white collar workers, and non-white collar workers.

Fifteen of the boys had parents that could be classified as white collar workers. Eleven of the fifteen made a wise selection of an occupation for a percentage of 73.33.
Thirteen of the boys had parents who could be classed as non-white collar workers. Seven of the thirteen, or 53.84 per cent, made the right choice of a vocation.

Twenty-three of the girls had parents in the white collar group. Thirteen out of the twenty-three, or 56.52 per cent, made the right choice of a vocation. Twenty-one of the girls had parents classified as non-white collar workers. Thirteen, or 61.90 per cent, out of the twenty-one made the right choice of a vocation.

TABLE 3

DISTRIBUTION OF STUDENTS WHO MADE A SELECTION OF A LIFE OCCUPATION UNINFLUENCED BY OTHERS COMPARED WITH ONES WHO ADMITTED BEING INFLUENCED

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th></th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Right</td>
<td>Wrong</td>
</tr>
<tr>
<td>Influenced</td>
<td>13</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Uninfluenced</td>
<td>16</td>
<td>11</td>
<td>5</td>
</tr>
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</table>

The data in Table 3 show thirteen boys who admitted being influenced by someone else in their selection of a life's occupation. Eight, or 61.54 per cent, made the right selection; while five, or 38.46 per cent, made a wrong selection. In the uninfluenced group, eleven, or 68.75 per cent, made the right selection; while five, or 31.25 per cent, made a wrong selection.
The girls group shows eleven who admitted being influenced, divided into eight, or 72.72 per cent, right, and three, or 27.28 per cent wrong. The number of uninfluenced in the girls group was thirty-six, twenty-three, or 61.12 per cent, making the right selection of an occupation, and fourteen, or 38.88 per cent, making a wrong selection.

**TABLE 4**

**DISTRIBUTION OF STUDENTS HAVING EXPERIENCE IN THE WORK SELECTED AS A LIFE OCCUPATION AND ITS EFFECT ON SELECTION**

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
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<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Right</td>
</tr>
<tr>
<td>With</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data in Table 4 show the effect of experience in the work selected. The boys answering the question are evenly divided, fourteen having had experience in the vocation chosen and fourteen unexperienced. The fourteen admitting experience were divided into nine, or 64.28 per cent, right; and five, or 35.72 per cent, wrong. The fourteen unexperienced were divided into nine, or 64.28 per cent, right in their selection; and five, or 35.72 per cent, wrong.

The girls answering the question are divided into eight with experience in their chosen vocation, and thirty-three
unexperienced. Five, or 62.50 per cent, of the experienced made the right selection; while three, or 37.50 per cent, were wrong. Twenty-one, or 63.63 per cent of the unexperienced group made the right selection; while twelve, or 36.37 per cent, made the wrong selection.

**TABLE 5**

**DISTRIBUTION OF STUDENTS WHO HAVE OBSERVED A PERSON AT WORK IN THEIR CHOSEN VOCATION AND ITS INFLUENCE ON THEIR CHOICE**

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th></th>
<th>GIRLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Right</td>
<td>Wrong</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Observed person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>at work in chosen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vocation</td>
<td>22</td>
<td>14</td>
<td>8</td>
<td>63.63</td>
</tr>
<tr>
<td>Never observed</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>a person at work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in chosen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data in Table 5 show the distribution of students who have observed a person at work in their chosen vocation, and its influence on their choice as shown by the Hepner Test. Twenty-two of the boys had observed a person at work in their chosen vocation. Fourteen, or 63.63 per cent, of the twenty-two made the right choice of a vocation; while eight, or 36.37 per cent, made a wrong choice. Only five of the boys had never observed a person at work in
their chosen vocation and of the five, three, or 60 per cent, made the right choice; while two or 40 per cent made a wrong choice.

Thirty-seven girls had observed a person at work in their chosen profession. Twenty-three, or 62.16 per cent, made the right selection of an occupation; while fourteen, or 37.84 per cent, made wrong choices. Only three girls had never observed a person at work in the vocations they chose, and the three made right choices of a vocation.

TABLE 6

DISTRIBUTION OF STUDENTS WHO HAVE INTERVIEWED A PERSON ENGAGED IN THEIR CHOSEN VOCATION AND ITS INFLUENCE ON MAKING THE CORRECT CHOICE OF A VOCATION

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th></th>
<th>GIRLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Right</td>
<td>Wrong</td>
<td>Per Cent Right</td>
</tr>
<tr>
<td>Has interviewed a person in chosen vocation</td>
<td>22</td>
<td>14</td>
<td>8</td>
<td>63.63</td>
</tr>
<tr>
<td>Has not interviewed a person in chosen vocation</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>66.67</td>
</tr>
</tbody>
</table>

The data in Table 6 show the influence of interviews on making a choice of a vocation. Twenty-two boys had interviewed some person engaged in their chosen vocation. Fourteen, or 63.63 per cent, made right choices of a vocation;
while eight, or 36.37 per cent, made wrong choices. Six of the boys had never interviewed a person in their chosen vocation, and of the six, four, or 66.67 per cent, made right choices of a vocation; while two, or 33.33 per cent, made wrong choices.

Twenty-nine of the girls had interviewed some one in their chosen vocation. Sixteen of the twenty-nine, or 55.17 per cent, made right choices of a vocation; while thirteen, or 44.83 per cent, made wrong choices. Eleven of the girls had never interviewed a person engaged in their chosen vocation. Nine of the eleven, or 81.81 per cent, made right choices of a vocation; while two, or 18.19 per cent, made wrong choices.

**TABLE 7**

INFLUENCE OF THE SCHOOL CURRICULUM IN MAKING A VOCATIONAL SELECTION

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Right Wrong</td>
<td>Per Cent Right</td>
</tr>
<tr>
<td>School</td>
<td>19 13 6 68.42</td>
<td></td>
</tr>
<tr>
<td>curriculum</td>
<td>helped in choosing vocation</td>
<td></td>
</tr>
<tr>
<td>did not help in choosing vocation</td>
<td>10 6 4 60.</td>
<td></td>
</tr>
</tbody>
</table>
The data in Table 7 show the influence of the school curriculum in making a vocational selection compared with results obtained by the Hepner Test. Nineteen of the boys were influenced in their selection of a vocation by the school curriculum. Thirteen of the nineteen, or 68.42 per cent, were right in their selection of an occupation; while six, or 31.58 per cent, made the wrong selection. The curriculum did not help ten of the boys in choosing a vocation. The ten not helped were divided into six, or 60 per cent, making a good selection of an occupation and four, or 40 per cent, making the wrong selection.

Thirty-seven of the girls had been helped by the curriculum in choosing a vocation. Twenty-two, or 59.45 per cent, made the right selection of an occupation; while fifteen, or 40.55 per cent made the wrong choice. Only four of the girls were not helped by the curriculum in choosing a vocation. They were divided equally: two right, and two wrong.

TABLE 8
INFLUENCE OF TEACHERS IN MAKING A VOCATIONAL SELECTION

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th></th>
<th>GIRLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No. Right</td>
<td>Wrong</td>
<td>Per Cent Right</td>
</tr>
<tr>
<td>Influenced</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>54.54</td>
</tr>
<tr>
<td>Not Influenced</td>
<td>17</td>
<td>12</td>
<td>5</td>
<td>70.59</td>
</tr>
</tbody>
</table>
The data in Table 8 show the influence of teachers on the students in making the right choice of an occupation. Eleven out of twenty-eight boys answered that a teacher had influenced them in their choice of a vocation. Six, or 54.54 per cent, of the eleven boys made the right selection; while five, or 45.46 per cent, made a wrong choice. Seventeen of the boys were uninfluenced by any teacher. Twelve, or 70.59 per cent, of the uninfluenced group made the right selection of an occupation; while five, or 29.41 per cent, made a wrong selection.

Eight out of forty-two girls answered that a teacher had influenced them. Three, or 37.50 per cent, made the right selection of an occupation; while five, or 62.50 per cent, made the wrong selection. Thirty-three of the girls answered that they had not been influenced by a teacher. Twenty-one, or 63.63 per cent, of the uninfluenced girls made the right selection of a vocation; while twelve, or 36.37 per cent, made a wrong choice.

The data in Table 9 show the influence of reading occupational literature on selecting a vocation. Twenty-four of the boys answered they read occupational literature. Seventeen, or 70.83 per cent, of the reading group made the right choice of a vocation; while seven, or 29.17 per cent, made wrong choices. Only four boys answered they had not read any occupational literature. One, or 25 per cent, made the right selection of a vocation; while three, or 75 per cent, made a
wrong choice.

TABLE 9
INFLUENCE OF READING OCCUPATIONAL LITERATURE ON SELECTING A VOCATION

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Right</td>
<td>Wrong</td>
</tr>
<tr>
<td>Readers of occupational literature</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>Non-readers of occupational literature</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

Thirty-four girls answered they read occupational literature. Twenty, or 58.82 per cent, made the right choice of the reading group; while fourteen, or 41.18 per cent, made a wrong selection. Nine of the girls were non-readers of occupational literature. Six, or 66.67 per cent, made the right choice of a vocation; while three, or 33.33 per cent, made a wrong selection.

The data in Table 10 show the influence of intelligence on ability to select a vocation. All the students participating in the study were given a Terman Group Intelligence Test. Students with an I. Q. of 100 or above were considered as one group, while those below 100 were considered in another group. An I. Q. of 100 was used as a dividing line because it indicates average intelligence.
TABLE 10

INFLUENCE OF INTELLIGENCE ON ABILITY TO SELECT A VOCATION

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Right</td>
</tr>
<tr>
<td>Below 100 I. Q.</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>100 I. Q. and above</td>
<td>13</td>
<td>6</td>
</tr>
</tbody>
</table>

Ten out of the twenty-nine boys were below the average in intelligence. Six, or 60 per cent, of the ten made right choices of a vocation; while four, or 40 per cent, made wrong choices. Nineteen of the boys were average or above average in intelligence. Thirteen, or 68.41 per cent, made the right selection of a vocation; while six, or 31.59 per cent, made the wrong choice.

Twenty-five of the girls group were below the average in intelligence. Seventeen, or 68 per cent, of the girls below average intelligence made the right choice of a vocation; while eight, or 32 per cent, made the wrong selection. Twenty-two of the girls had an average intelligence, or were above the average. Twelve, or 54.54 per cent, made the correct choice of a vocation; while ten, or 45.46 per cent, made a wrong selection.
CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

This study has been made in an attempt to determine the validity of certain influences and factors involved in the choice of a vocation of seventy-seven high school seniors, twenty-nine boys and forty-seven girls, compared with their interests as shown by the Hepner Vocational Interest Test. It undertakes to answer the following questions: (1) Is age a factor in making the best selection of a vocation according to the pupils' interests? (2) Does the occupation of parents exert any influence in the selection of a vocation? (3) Is self-selection of a vocation better than choosing an occupation because of the influence of others? (4) Is experience an aid in making the best selection according to their interests? (5) Is personal observation of a person engaged in the occupation conducive to making a wise choice according to their interests? (6) Does an interview with a person engaged in the occupation aid in making a good selection? (7) Does the school curriculum exert a good influence in making a wise selection? (8) Is the influence of teachers conducive to making a good selection of a vocation? (9) What effect does the reading of occupational literature have upon making the right selection? (10) What is the
influence of mental ability in making the right selection of a vocation?

After the students' answers to the first nine of the ten questions had been secured through the use of a data sheet, a Hepner Vocational Interest Test was given them, and the results compared with their answers. The tenth question was determined by giving the group a Terman Group Intelligence Test and comparing with the results of the Hepner Vocational Interest Test.

Nineteen of the twenty-nine boys made the right selection of a vocation for a general average of 65.51 percent. Thirty of the forty-seven girls made the right selection of a vocation for a general average of 63.73 percent. These general averages will be used for comparative purposes in considering each of the ten factors or influences in the conclusions that follow.

Conclusions

(1) In Table I age distribution and its influence on selection of a vocation is studied. The students were divided into groups of under seventeen, and seventeen and over. In the boys' group very little difference was noted. The boys under seventeen were 66.67 percent right in their selection of a vocation, or 1.16 percent above the general average. The boys over seventeen were 64.23 percent right, or 1.23 percent below the general average for all the boys.
The girls showed about the same results as the boys except they were reversed. The group under seventeen were 62.96 per cent right, or .87 per cent below the average. The group over seventeen were 65 per cent right in their choice of a vocation, or 1.17 per cent above the average.

(2) Table 2 shows the ability of the students to choose the right vocation divided according to the occupation of their parents. In the boys' group, those whose parents were white collar workers made by far the best showing. Eleven out of fifteen of them made a right percentage of 73.33, or 7.82 per cent above the average. The non-white collar workers' group were 53.44 per cent right in their selection of an occupation, or 12.07 per cent below the average. There was a 19.81 percentage difference between the two groups in favor of the children of the white collar workers.

The girls' group was different. The girls of the white collar workers were 56.52 per cent right, or 7.31 per cent below the average. The group of girls whose parents were non-white collar workers were 61.90 per cent right, or 1.93 per cent below the average. There was only 5.38 per cent difference between the two groups.

These statistics show that the parents occupations do not play much part in influencing the girls in making the correct choice of a vocation.

(3) In Table 3 an attempt is made to measure the
influence of other people in the selection of a vocation. In the boys' group, the ones who admitted they had been influenced were 61.54 per cent right, or 3.97 per cent below the average. The uninfluenced group of boys were 68.46 per cent right, or 2.95 per cent above the average for the entire group. The inference is clear in this case. The uninfluenced have a 6.92 per cent better chance of selecting the right vocation than those that are influenced by others.

In the girls' group the results are different from that in the boys' group. The influenced girls were 72.72 per cent right in their selection of a vocation, or 8.89 per cent above the average. The uninfluenced girls were 61.12 per cent right, or 2.71 per cent below the average for the group. Girls influenced by others were 11.60 per cent better in choosing a vocation.

In comparing the two groups it is found that boys do better when they make up their own minds regarding their choice of a vocation; while girls do better when they receive help from others in making their decision for a life's work.

(4) The data in Table 4 show the influence of experience in the selection of a vocation. In the boys' group, the ones with experience were 64.28 per cent right in their selection, or 1.23 per cent below the average for the group. The boys without experience made exactly the
same record as the boys with experience. One boy did not answer the question.

In the girls' group, the ones with no experience were 62.50 per cent right in their selection, or 1.33 per cent below the average for the entire group. The girls with experience in their chosen vocation were 63.63 per cent right, or .20 per cent below the average for the entire group. Six girls did not answer the question. The girls with experience have a slight advantage of 1.23 per cent over the ones with no experience.

Experience does not seem to be a factor in making the right selection for the boys, and has only a very slight effect on the girls' choices of a vocation. No attempt was made to determine the validity of their experience. It might be their experience is deficient and not very life-like.

(5) The data in Table 5 show whether personal observation of a person engaged in an occupation will help a student make a wise choice of a vocation according to his interests. In the boys' group, the ones who had observed a person at work in his chosen vocation were 62.63 per cent right, or 1.88 per cent below the average for all the boys. The group who had never observed a person at work in his chosen vocation were 60 per cent right, or 5.51 per cent below the average. Two boys did not answer the question. The observing group has an advantage of 3.63 per cent.
In the girls' group, 62.16 per cent of the girls who had observed someone in their chosen vocation were right, or 1.67 per cent below the average for all the girls. The girls who had never observed a person at work in their chosen vocation were 100 per cent right, but the number in the group, only three, is probably not enough to draw any valid conclusions from. For comparative purposes no valid conclusions are attempted from the girls' group.

6) The data in Table 6 attempt to show the influence upon the seniors of interviewing a person in their chosen vocation. In the boys' group, the ones who had interviewed some person in their chosen vocation were 63.63 per cent right in their choices, or 1.88 per cent below the average for the group. The group who had never interviewed a person in their chosen vocation were 66.67 per cent right, or 1.16 per cent above the average of all the boys. The boys in the latter group were 3.04 per cent better in their choice of a vocation.

In the girls group, the ones who had interviewed some person in their chosen vocation were 55.17 per cent right, or 8.66 per cent below the average for all the girls. The girls who had not interviewed some person in their chosen vocation were 81.81 per cent right, or 17.68 per cent above the average for all the girls. The difference between the two groups was 26.64 per cent in favor of the group that had never interviewed anyone. Two conclusions
that can be drawn from the above figures are that interviewing a person engaged in the work of their choice does not help them in making a right choice, but in reality is injurious to their chances of making the right selection of a vocation; and that perhaps not many people are equipped to be vocational counselors. Their advice, as shown by the above figures, is not beneficial.

(7) The data in Table 7 attempt to evaluate the influence of the school curriculum in the making of a vocational choice. The group of boys that signified the curriculum had been of assistance in making their choice of a vocation were 68.42 per cent right in their selection, or 2.91 per cent above the average for all the boys. The group not helped by the curriculum were 60 per cent right or 5.51 per cent below the average for all the boys. The difference between the two groups was 8.42 per cent in favor of the ones helped by the curriculum. The conclusion to be drawn from the above figures is that the curriculum is beneficial in its influence in the choosing of a vocation for boys.

The findings in the girls group are somewhat similar. The group influenced by the curriculum was 59.45 per cent right in their selection of a vocation, or 3.38 per cent below the average for all the girls. The group not influenced by the curriculum was only 50 per cent right in their choice, or 13.83 per cent below the average. The apparent
discrepancy in the above figures is accounted for by the fact that only forty-one of the girls answered the question. The six not answering the question in the data sheet all made right selections. Consideration of the figures of the ones answering the question favor the ones helped by the curriculum in making their choices. The percentage in favor of this group is 9.45.

(8) The data in Table 8 show the influence of teachers on the students in making the right choice of a vocation. In the boys' group, the ones that answered they had been influenced in their choice by a teacher were 54.54 per cent right in their selection of a vocation, or 10.97 per cent below the average for all the boys. The boys in the uninfluenced group were 70.59 per cent right in their choice of a vocation, or 5.08 per cent above the average for the entire group. The conclusion is clear that the uninfluenced group made better vocational choices, the margin of superiority being 16.05 per cent.

The girls' group show even a larger margin of superiority for the ones not influenced by a teacher. The girls in the influenced group were 37.50 per cent right in their selection of a vocation, or 26.33 per cent below the average for all the girls. The girls in the uninfluenced group were 63.63 per cent right, or .20 per cent below the average for the group. The six not answering the question were all right in their choice of a vocation. The above figures
give a clear advantage of 26.13 per cent to the group not influenced by a teacher.

It is evident from the figures above that the teachers' influence is detrimental to the student when it comes to a question of choosing a vocation. It is possible that the reason for this is lack of vocational knowledge on the part of the teacher, and also a lack of scientific knowledge of the students' interests and capabilities. Advising a student about a vocation should not be guess work.

(9) The data in Table 9 show the influence of reading occupational literature upon selecting a vocation. The boys who had read occupational literature about their chosen vocation were 70.83 per cent right in their choices of a vocation, or 5.32 per cent above the average for all the boys. The non-readers of occupational literature among the boys were only 25 per cent right in their choice of a vocation, or 40.51 per cent below the average. The conclusion is clear that the reading of occupational literature was beneficial in helping the boys to select the right vocation.

In the girls group the ones who had read occupational literature were only 58.82 per cent right in their selection of a vocation, or 5.01 per cent below the average for the entire group. The non-readers of occupational literature were 66.67 per cent right in their choices, or 2.84 per cent above the average for all the girls. The girls
not reading occupational literature were 7.65 per cent better in choosing a vocation than the readers of occupational literature.

(10) The data in Table 10 show the influence or factor of intelligence on the ability to make a wise selection of a vocation. The group of boys with an I. Q. below 100 were 60 per cent right in their choice of a vocation, or 5.51 per cent below the average for the entire group of boys. The boys with an I.Q. of 100 or above were 68.41 per cent right in their choices, or 2.90 per cent above the general average. The group with the greater intelligent quotient was 8.41 per cent better in choosing a vocation than the ones making up the group of lower intelligence.

The girls show an opposite tendency to that of the boys. The group of girls with an I. Q. below 100 were 68 per cent right in choosing a vocation, or 4.17 per cent above the general average. The girls making up the group with an I. Q. of 100 or above were only 57.14 per cent accurate in choosing a vocation, or 6.69 per cent below the average for all the girls. The group with the lower intelligence made the best record in choosing a vocation, their margin of excellence being 10.36 per cent.
CHAPTER V

RECOMMENDATIONS

From the data shown in Chapter II, and the conclusions drawn from the data in Chapter III, the following recommendations are submitted:

For the boys, the school should be organized in such a manner as to let boys make their choice of a vocation at any time they choose. Boys whose parents are not white collar workers need more help and attention in selecting an occupation than those whose parents have white collar jobs. The school should allow the boys to determine their own choice of a vocation. The school should not consider experience as pointing the way for the correct vocation for a boy. Opportunities to observe people at work should be made available to the students, but the interview is a very poor method for the student to secure occupational knowledge. A well-stocked library containing vocational information for boys is recommended. A boy's curriculum likes and dislikes can be used as a guide in helping him to the correct life vocation. Boys with the least intelligence need more vocational guidance than ones of greater intelligence, and the course of study should be planned with this in mind.

For the girls, the program of the school can safely be arranged to allow girls to select their life's vocation.
At any age they choose, between the ages of fourteen and twenty. The school need not make any distinction in its program of vocational guidance on account of the occupation of parents. The influences the school should use in helping girls to find the right vocation are other people's influence and the curriculum. Influences the school need not try to use are interviews, experience, teacher's influence, and reading of occupational literature. Girls of higher intelligence should be given more help in selecting a vocation than the ones with lower intelligence.
APPENDIX A

Data Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Age</th>
</tr>
</thead>
</table>

**A.**

1. Occupation of father

2. Have you made up your mind what you intend doing as a life career? What do you intend doing?

3. Did someone influence you to make the above choice?

4. Did you make up your mind yourself?

5. Why do you wish to enter the occupation?

**B. If self-decided, answer the following questions:**

1. Have you ever engaged in the occupation chosen after school or during vacation?

2. Have you ever observed a person at work in the chosen vocation?

3. Have you ever interviewed a person engaged in chosen vocation?

4. Has any subject studied in school helped you in choosing the vocation?

5. What subject or subjects have helped you in deciding on a vocation?
6. Has any teacher helped you in any way in reaching your decision?

7. Have you ever read any books or magazines that described the conditions of the work you contemplate doing?
## APPENDIX B

### THE HEPNER VOCATIONAL INTEREST TEST

Record at the right your feeling with regard to each item

<table>
<thead>
<tr>
<th>Activities</th>
<th>L</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To work with people in the same room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To have a good deal of free time to yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To work with scientific facts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To work with imaginary fancies (as an actor or fiction writer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To mix work with play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To spend years in training yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. To do mental work at night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. To read fiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. To read history</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. To read biography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. To read text-books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. To file, classify, or arrange data or papers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. To forecast events and results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. To have a &quot;white-collar&quot; job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. To do things irregularly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. To be considered an &quot;expert&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. To write or edit magazine articles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. To be a promoter of international peace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. To be a spiritual builder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. To be a researcher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. To sacrifice pleasures in order to realize ambitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. To do teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. To do social-service work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. To model clay or do sculpturing</td>
<td></td>
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<td>25. To paint or draw</td>
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<td>26. To speak in public</td>
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<td>27. To do mathematical work</td>
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<td>28. To study all your life</td>
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<td>29. To read poetry</td>
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<td>30. To write fiction</td>
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<td>31. To create the artistic</td>
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<td>32. To have frequent change of tasks</td>
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<td>33. To solve puzzles</td>
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<td>34. To do things where you can be quiet -- sit still</td>
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<td>35. To attend to details</td>
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<td>36. To draw pictures of people</td>
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<td>37. To act as leader of a group, as chairman of a committee</td>
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<td>38. To read business news</td>
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<td>39. To keep a diary</td>
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<tr>
<td>40. To keep an account of own expenses</td>
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</tbody>
</table>
41. To do things in a routine way..........................L ? D
42. To lead a quiet, simple life...........................L ? D
43. To do salesmanship work...............................L ? D
44. To work for a corporation or an employer..............L ? D
45. To handle money........................................L ? D
46. To read and answer business letters........................L ? D
47. To be supervised in work..................................L ? D
48. To have regular hours of work.............................L ? D
49. To do indoor work........................................L ? D
50. To write in longhand......................................L ? D
51. To assume responsibility for the property of others....L ? D
52. To work amid hustle and action............................L ? D
53. To invent new systems of work............................L ? D
54. To direct others and tell them what to do................L ? D
55. To take part in and plan entertainments..................L ? D
56. To introduce a friend to a group of strangers............L ? D
57. To do work that requires much traveling about from town to town............................L ? D
58. To do work where you must have an enthusiastic, lively manner.................................L ? D
59. To persuade people to do things..........................L ? D
60. To talk to a person who disagrees with your statements..................................................L ? D
61. To enter a room full of strangers..........................L ? D
62. To hold more than one job at a time........................L ? D
63. To organize the activities of others........................L ? D
64. To see your name in print..................................L ? D
65. To be a public figure......................................L ? D
66. To be in the diplomatic service...........................L ? D
67. To be a member of fraternal organizations..................L ? D
68. To be a hotel hostess or manager.........................L ? D
69. To be a sorority chaperon or fraternity adviser...........L ? D
70. To be a politician.......................................L ? D
71. To have a business of your own............................L ? D
72. To have a busy and exciting day...........................L ? D
73. To bargain with others....................................L ? D
74. To take chances financially................................L ? D
75. To assume responsibility for the acts of others............L ? D
76. To be criticized..........................................L ? D
77. To borrow money for capital................................L ? D
78. To operate a beauty parlor.................................L ? D
79. To have great wealth.......................................L ? D
80. To do things where you have to be active, to move about a great deal............................L ? D
81. To work outdoors..........................................L ? D
82. To meet dangerous situations, such as those of a detective...........................................L ? D
83. To do things because you are dared........................L ? D
84. To be a conductor of travel tours..........................L ? D
85. To be a professional golfer................................L ? D
86. To drive an automobile during working hours...
87. To meet emergencies........................
88. To work with plants, as a gardener...........
89. To work with animals........................
90. To travel on city streets....................
91. To live in the country......................
92. To dance.................................
93. To handle firearms........................
94. To ride in an airplane......................
95. To do work requiring manual labor...........
96. To take care of children...................
97. To play with children........................
98. To play a musical instrument................
99. To be in style................................
100. To be a ballroom dancer...................
101. To do professional work...................
102. To take care of people in trouble...........
103. To make others laugh.....................
104. To invent mechanical devices..............
105. To investigate the mysterious, such as spiritualism, hypnotism, telepathy...........
106. To do cooking................................
107. To do sewing................................
108. To do housework...........................
109. To live in a town or city..................
110. To do church work........................
111. To do work requiring precision of movement...
112. To invent new machines....................
113. To handle people physically, as a barber, osteopath, etc.
114. To operate a typewriter with ease...........
115. To write shorthand........................
116. To travel in foreign countries............
117. To be a missionary........................
118. To be a great athlete....................
119. To ride horseback........................
120. To play cards alone, as in solitaire........

Surroundings for Work
121. Offices................................
122. Shops................................
123. Gardens.................................
124. Farms................................
125. Mines................................
126. Banks................................
127. Hotels................................
128. Factories.................................
129. Studios.................................
130. Trains................................
131. Homes................................
132. Clothing stores..............................L ? D
133. Millinery shops................................L ? D
134. Beauty parlors................................L ? D
135. Around machinery..............................L ? D
136. Around railroads...............................L ? D
137. Department stores................................L ? D
138. Art galleries................................L ? D
139. Athletic fields................................L ? D
140. Lecture platforms................................L ? D
141. School-rooms....................................L ? D
142. Colleges........................................L ? D
143. Laboratories.....................................L ? D
144. Libraries........................................L ? D
145. Theaters..........................................L ? D
146. Restaurants.......................................L ? D
147. Churches..........................................L ? D
148. Forests...........................................L ? D
149. Court-rooms......................................L ? D
150. Clubrooms.........................................L ? D

Types of People to Deal With

151. Jews................................................L ? D
152. Actors.............................................L ? D
153. Clerical workers.................................L ? D
154. Sales clerks......................................L ? D
155. Laborers..........................................L ? D
156. Farmers...........................................L ? D
157. Athletes...........................................L ? D
158. Poor people.......................................L ? D
159. Rich people......................................L ? D
160. Babies.............................................L ? D
161. Old people........................................L ? D
162. Negroes..........................................L ? D
163. Foreigners.......................................L ? D
164. City people.......................................L ? D
165. Religious people.................................L ? D
166. Professional people.............................L ? D
BIBLIOGRAPHY


