

VOCATIONAL DEVELOPMENT: AN APPROACH TO VOCATIONAL GUIDANCE

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The Career Pattern Study - A Progress Report
Introductory statement and materials supplementary to the symposium

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The Career Pattern Study
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THE CAREER PATTERN STUDY

Purpose

The Career Pattern Study is a longitudinal research project that is looking for answers to such questions as: when are adolescents ready to make vocational choices, why do people choose the occupations they enter, why do some persons enjoy their work while others do not, and what part do factors such as aptitudes, interests, social status, and opportunity play in determining careers.

Answers to these questions should make it possible to evaluate the readiness of students to make curricular choices that have occupational implications. The results of the Career Pattern Study should suggest types of experiences which might be provided by the home, the school, and the community so that students may be enabled to choose wisely. Applications of the findings should prove useful to counselors in identifying young people most in need of help and in assisting young people to make occupational choices that are conducive to occupational adjustment.

It is important not only to the individual, but also to society, to avoid wasting time in unnecessary educational or vocational floundering during the process of preparing to make and making vocational choices. Education could help reduce the amount of such floundering if more knowledge about the process of vocational development and of factors which influence the process were available. It is the purpose of the Career Pattern Study to provide further knowledge in this area.

Theoretical Framework and Progress to Date

The major concepts which serve as a framework for research in the Career Pattern Study reflect the thinking of sociologists and economists as well as that of psychologists. Making occupational choices and adjustments is seen as a process of vocational development which continues throughout many stages of the individual's life. Characteristic of each life stage are developmental tasks which society imposes upon the individual, and with which he must deal if he is successfully to handle the demands of later life stages as reflected in other developmental tasks.

Vocational maturity is viewed as the degree of vocational development attained by the individual and can be judged in two ways: 1) whether or not the individual is dealing with the vocational developmental tasks with which he should be dealing at his age, and 2) the adequacy with which he is handling the vocational developmental tasks with which he is dealing. Vocational adjustment is defined as success and satisfaction resulting from dealing with vocational developmental tasks in such a way as to enable the individual to attain his long-range socialized goals.

Career patterns, which portray sequential changes in occupational level or in occupational field during the working life of an individual or of a group, may be used to trace work histories throughout life stages.

In its longitudinal research program, which is designed to study the process of vocational development over a period of twenty years, the Career Pattern Study periodically follows up its 276 subjects. During 1951-52 (the first year of field work), the boys who are being studied were in the eighth and ninth grades of the Middletown, New York, public schools.* They were given various psychological tests and questionnaires and were seen for a series of tape-recorded interviews. Their parents were also interviewed. Data concerning the vocational behavior of the boys and concerning factors related to such behavior have been analyzed to assess vocational maturity.

At the twelfth-grade level, the boys were seen again for follow-up interviewing and testing. Questionnaires were sent to the parents. In 1957-58, the subjects are being contacted through questionnaires, since they are more scattered geographically than formerly. More intensive follow-up studies are to be conducted when the subjects are twenty-five years old and when they are thirty-five years old.

Thus, the complete study will have observed the same group from time to time during a period of their lives that is particularly important from the point of view of vocational development: from the early exploratory stage, when tentative vocational choices are generally required by the school situation, into a life stage at which most of them presumably will have become established in a particular occupation or occupational field.

A somewhat different feature of the Career Pattern Study has been a survey of job opportunities in Middletown and of attitudes toward work in this community. The 1950 census data for Middletown have been analyzed to show the distribution of workers. To supplement these data, employers in Middletown were interviewed

*The following persons in Middletown have been especially helpful in facilitating the work of the project: Mr. Ralph L. Shattuck, superintendent of schools; Mr. Frederick F. Singer, principal of the High School, and his successor in 1955, Dr. Herbert Smith; Mr. Daniel Finch, vice-principal of the High School; Mr. Robert G. Walker, principal of the Memorial Junior High School; Mr. Boyd Swem, director of guidance in the Middletown schools; Mr. Douglas Swartz, counselor in the Junior High School; Mr. Fred Germain, Jr., secretary of the Middletown Chamber of Commerce; President Edwin H. Miner of the Orange County Community College.

to get a picture of local job requirements and employment trends. An Occupational Handbook for Middletown, by John H. Brochard, Harry Beilin, and Albert S. Thompson presents the results of this phase of the project. It was published in Middletown in 1954, and is being used in the occupations unit of the ninth-grade social studies classes at Middletown High School. Use has also been made of this handbook by the staff of the Orange County Community College, located in Middletown, in planning the college curriculum.

Publications

Major tasks of the Career Pattern Study are to formulate a theoretical framework as a guide for research, and to develop appropriate data analysis techniques. A statement of the project's theoretical point of view is presented in Vocational Development, a Framework for Research, by Donald E. Super, John O. Crites, Raymond C. Hummel, Helen P. Moser, Phoebe L. Overstreet, and Charles F. Warnath. Published in 1957 by the Teachers College Bureau of Publications, this monograph is the first in a projected series of publications concerning the project. The second monograph, The Vocational Maturity of Ninth-Grade Boys, will present the results of the first year of field work. Now being written by Super and Overstreet, with the collaboration of other staff members, it will be published in 1958 by the Teachers College Bureau of Publications.

Four monographs, in addition to the one already published and the one in process, are planned. They will report findings from the various follow-up studies which have been completed or are in process. During 1958-59, the Career Pattern Study staff will work on analyzing the data gathered at the twelfth-grade level, to prepare for writing Monograph III, The Years of Exploration, in which vocational development during the high school years will be discussed.

Definitions

Vocational Development:* The process of growth and learning which subsumes all instances of vocational behavior. The progressive increase and modification of a person's capacities and dispositions for particular kinds of vocational behavior and of his repertoire of vocational behavior. In this sense, vocational development encompasses all aspects of development which can be identified as related to work.

Vocational Maturity I (VM I):** The life stage in which the individual actually is, as evidenced by the developmental tasks with which he is dealing, in relation to the life stage in which he would be expected to be in terms of his age. To establish standards for evaluating VM I, the vocational developmental tasks characteristic of each life stage must be identified.

Vocational Maturity II (VM II):** Maturity of behavior in the actual life stage (regardless of whether it is the expected life stage) as evidenced by the behavior shown in dealing with the developmental tasks with which the individual is dealing, as compared with the behavior of other individuals who are dealing with the same developmental tasks. To establish standards for evaluating VM II, variations in behavior in dealing with the developmental tasks of each life stage must be identified, and the frequency of the behaviors manifested must be noted.

*Super, D. E., Crites, J. O., Hummel, R. C., Moser, Helen P., Overstreet, Phoebe L., & Warnath, C. F. Vocational development, a framework for research. New York: Teachers Coll., Columbia Univer., Bureau of Publications, 1957. Pp. 131-132.

**Super, D. E., & Overstreet, Phoebe L. The vocational maturity of ninth-grade boys. New York: Teachers Coll., Columbia Univer., Bureau of Publications, in press. (See also the reference by Super et al. cited above, p. 57, p. 132.)

Propositions*

- Proposition 1. Vocational development is an ongoing, continuous, generally irreversible process.
- Proposition 2. Vocational development is an orderly, patterned, and predictable process.
- Proposition 3. Vocational development is a dynamic process.
- Proposition 4. Self-concepts begin to form prior to adolescence, become clearer in adolescence, and are translated into occupational terms in adolescence.
- Proposition 5. Reality factors (the reality of personal characteristics and the reality of society) play an increasingly important part in occupational choice with increasing age, from early adolescence to adulthood.
- Proposition 6. Identification with a parent or parent substitute is related to the development of adequate roles, their consistent and harmonious interrelationship, and their interpretation in terms of vocational plans and eventualities.
- Proposition 7. The direction and rate of the vertical movement of an individual from one occupational level to another are related to his intelligence, parental socioeconomic level, status needs, values, interests, skill in interpersonal relationships, and the supply and demand conditions in the economy.
- Proposition 8. The occupational field which the individual enters is related to his interests, values, and needs, the identifications he makes with parental or substitute role models, the community resources he uses, the level and quality of his educational background, and the occupational structure, trends, and attitudes of his community.
- Proposition 9. Although each occupation requires a characteristic pattern of abilities, interests, and personality traits, there are tolerances wide enough to allow some variety of individuals in each occupation and some diversity of occupations for each individual.
- Proposition 10. Work satisfactions and life satisfactions depend upon the extent to which the individual can find adequate outlets for his abilities, interests, values, and personality traits in his job.

*Super, D. E., & Bachrach, P. B. Scientific careers and vocational development theory. New York: Teachers Coll., Columbia Univer., Bureau of Publications, 1957. Pp. 118-120.

Proposition 11. The degree of satisfaction the individual attains from his work is proportionate to the degree to which he has been able to implement his self-concept.

Proposition 12. Work and occupation provide a focus for personality organization for most men and many women, although for some persons this focus is peripheral, incidental, or even nonexistent, and other foci such as social activities and the home are central.

Vocational Life Stages

1. Growth Stage (Birth-14)

Self-concept develops through identification with key figures in family and in school; needs and fantasy are dominant early in this stage; interest and capacity become more important in this stage with increasing social participation and reality-testing. Substages of the growth stage are:

Fantasy (4-10). Needs are dominant; role-playing in fantasy is important.

Interest (11-12). Likes are the major determinant of aspirations and activities.

Capacity (13-14). Abilities are given more weight, and job requirements (including training) are considered.

2. Exploration Stage (Age 15-24)

Self-examination, role tryouts, and occupational exploration take place in school, leisure activities, and part-time work. Substages of the exploration stage are:

Tentative (15-17). Needs, interests, capacities, values, and opportunities are all considered. Tentative choices are made and tried out in fantasy, discussion, courses, work, etc.

Transition (18-21). Reality considerations are given more weight as the youth enters labor market or professional training and attempts to implement a self-concept.

Trial (22-24). A seemingly appropriate field having been located, a beginning job in it is found and is tried out as a life work.

(Continued on next page)

3. Establishment Stage (Age 25-44)

Having found an appropriate field, effort is put forth to make a permanent place in it. There may be some trial early in this stage, with consequent shifting, but establishment may begin without trial, especially in the professions. Substages of the establishment stage are:

Trial (25-30). The field of work presumed to be suitable may prove unsatisfactory, resulting in one or two changes before the life work is found or before it becomes clear that the life work will be a succession of unrelated jobs.

Stabilization (31-44). As the career pattern becomes clear, effort is put forth to stabilize, to make a secure place, in the world of work. For most persons these are the creative years.

4. Maintenance Stage (Age 45-64)

Having made a place in the world of work, the concern is now to hold it. Little new ground is broken, but there is continuation along established lines.

5. Decline Stage (Age 65 on)

As physical and mental powers decline, work activity changes and in due course ceases. New roles must be developed; first that of selective participant and then that of observer rather than participant. Substages of this stage are:

Deceleration (65-70). Sometimes at the time of official retirement, sometimes late in the maintenance stage, the pace of work slackens, duties are shifted, or the nature of the work is changed to suit declining capacities. Many men find part-time jobs to replace their full-time occupations.

Retirement (71 on). As with all the specified age limits, there are great variations from person to person. But, complete cessation of occupation comes for all in due course, to some easily and pleasantly, to others with difficulty and disappointment, and to some only with death.

TABLE I

Dimensions and Indices of Vocational Maturity

<u>Dimension I</u>	Orientation to Vocational Choice
	Concern with Choice**
	Use of Resources in Orientation**
<u>Dimension II</u>	Information and Planning about Preferred Occupation
	Specificity of Information**
	Specificity of Planning**
<u>Dimension III</u>	Consistency of Vocational Preferences
	Within Fields*
	Within Levels*
	Within Fields and Levels*
<u>Dimension IV</u>	Crystallization of Traits
	Patterning of Measured Interests*
	Interest Maturity*
	Patterning of Work Values*
	Vocational Independence**
	Liking for Work**
	Extent of Discussion of Rewards of Work**
	Acceptance of Responsibility for Choice and Plans**
<u>Dimension V</u>	Wisdom of Vocational Preferences
	Relationship between Abilities and Preferences*
	Relationship between Measured Interests and Preferences*
	Relationship between Measured Interests and Fantasy Preferences*
	Relationship between Occupational Level of Measured Interests and Level of Preference*
	Socioeconomic Accessibility of Preferred Occupation*

*Derived from standard measures

**Derived by content analysis from interview data

TABLE II

CORRELATIONS OF THE INDICES OF DIMENSION I WITH THE REMAINING INDICES*,#

	IA CONCERN W. CHOICE	Dimension I. Orientation to Choice								IB USE OF RESOURCES
		IA-1 Need for Choice			IA-2 Factors		IA-3 Contingency			
		a Immediate	b Intermediate	c Ultimate		a Parental	b Financial	c Military	d Special	
<u>Dimension I.</u>										
<u>Orient. to Choice</u>										
IA. Concern		55	70	54	72	45	43	36	39	23
IB. Resources	23	—	—	—	—	—	—	—	—	—
<u>Dimension II.</u>										
<u>Info. & Planning</u>										
IIA. Information	40	20	20	32	32	34	13	11	14	17
IIB. Spec. of Planning	48	31	38	22	26	15	27	18	19	06
IID. Indep. Planning	29	25	19	13	14	06	17	10	13	—
<u>Dimension III.</u>										
<u>Consist. of Voc. Pref.</u>										
IIIA. Fields	-04	01	-08	-05	10	-08	-03	-12	05	-20
IIIB. Levels	-10	01	-17	-09	-03	-07	-03	-13	07	-19
IIIC. Families	13	04	-18	-09	-03	-11	-09	-17	03	-20
<u>Dimension IV.</u>										
<u>Crystallization of Traits</u>										
IVA. Interest Patterning	08	05	01	-01	06	-09	06	18	04	-01
IVB. Interest Maturity	06	-09	03	09	14	-12	11	08	-02	-10
IVC. Liking for Work	-16	10	01	20	16	04	-05	14	08	07
IVD. Work Values	04	05	08	06	06	-04	-08	-12	08	-01
IVE. Rewards of Work	16	09	03	14	15	05	00	28	-07	-05
IVF. Accept. of Responsib.	56	31	34	33	29	34	33	16	30	24
<u>Dimension V.</u>										
<u>Voc. Independence</u>										
VA. Work Experience	02	02	-10	07	02	-07	10	00	05	13
<u>Dimension VI.</u>										
<u>Wisdom of Voc. Pref.</u>										
VIA. Abil. and Pref.	13	03	08	10	17	-02	-01	04	09	-04
VIB. Interests and Pref.	06	10	-04	07	11	-09	-07	16	15	-16
VIC. " & Fant. Pref.	00	-11	-03	-15	17	-14	-04	15	02	-22
VID. Level of Int. & Pref.	-03	01	07	06	-08	10	-18	-04	-06	03
VIE. Socioeconomic	-11	-02	-15	04	-04	-04	-21	-07	03	-07

*Correlations of .17 and over are statistically significant at .05 level, and correlations of .23 and over are statistically significant at .01 level.

#Decimal points omitted for clarity of presentation.

TABLE III

CORRELATIONS OF THE INDICES OF DIMENSION VI WITH THE REMAINING INDICES*,#

	Dimension VI Wisdom of Preferences				
	VIA. Abil. & Pref.	VIB. Int. & Pref.	VIC. Int.& Fant. Pref.	VID. Level Int.& Pref.	VIE. Socio- econ. Access.
Dimension I. Orient. to Choice					
IA. Concern with Choice	13	06	00	-03	-11
IB. Use of Resources	-04	-16	-22	03	-07
Dimension II. Info. & Planning					
IIA. Spec. of Inform.	06	10	-08	-04	00
IIB. Spec. of Planning	12	10	-09	-09	-02
IID. Extent & Indep. of Plan.	06	-11	-02	-08	-11
Dimension III. Consist. of Voc. Pref.					
IIIA. Consist. within Fields	12	05	10	26	08
IIIB. " " Levels	-05	-11	-06	04	13
IIIC. " " Families	-02	-09	-01	14	18
Dimension IV. Crystalliz. of Traits					
IVA. Patterning of Interests	11	27	09	-27	-09
IVB. Interest Maturity	16	33	03	-54	-13
IVC. Liking for Work	12	22	11	08	18
IVD. Patterning of Work Values	-02	08	-15	-10	-02
IVE. Discus. of Rewards of Work	05	-01	09	02	05
IVF. Accept. of Responsib.	10	02	-14	-06	-07
Dimension V. Voc. Independence					
VA. Indep. of Work Experience	00	09	-11	04	01
Dimension VI. Wisdom of Voc. Pref.					
VIA. Agree: Abil. and Pref.		10	09	-06	01
VIB. " Interests and Pref.	10		45	-19	08
VIC. " " and Fant. Pref.	09	45		-06	03
VID. " Level of Int. & Pref.	-06	-19	-06		17
VIE. Socioeconomic Accessibility	01	08	03	17	

*Correlations of .17 and over are statistically significant at .05 level, and correlations of .23 and over are statistically significant at .01 level.

#Decimal points omitted for clarity of presentation.

TABLE IV

THE ADEQUATE MEASURES OF VOCATIONAL MATURITY
IN GRADE NINE*

		IA	IVF	IIA	IIB	IB
<u>Dimension:</u>	<u>Orientation to Choice</u>					
Index IA	Concern with Choice	—	.56	.40	.48	.23
Index IVF	Acceptance of Responsibility	.56	—	.47	.57	.24
Index IIA	Specificity of Information	.40	.47	—	.37	.17
Index IIB	Specificity of Planning	.48	.57	.37	—	.06
<u>Dimension:</u>	<u>Use of Resources</u>					
Index IB	Use of Resources	.23	.24	.17	.06	—

*Correlations of .17 and over are statistically significant at .05 level, and correlations of .23 and over are statistically significant at .01 level.

TABLE V

THE INADEQUATE MEASURES OF VOCATIONAL MATURITY

Dimension: Consistency of Vocational Preferences

- Index: Consistency within Fields
- Index: Consistency within Levels
- Index: Consistency within Families

Dimension: Crystallization of Traits

- Index: Patterning of Interests
- Index: Interest Maturity
- Index: Liking for Work
- Index: Patterning of Work Values
- Index: Discussion of Rewards of Work

Dimension: Vocational Independence

- Index: Independence of Work Experience

Dimension: Wisdom of Vocational Preferences

- Index: Agreement: Abilities and Preference
- Index: Agreement: Interests and Preference
- Index: Agreement: Interests and Fantasy Preference
- Index: Agreement: Level of Interest and Preference
- Index: Socioeconomic Accessibility

TABLE VI

CORRELATIONS BETWEEN CORRELATES OF VOCATIONAL MATURITY AND INDICES OF VOCATIONAL MATURITY*,#

Correlates	Orientation to Choice				Use of Resources
	IA. Concern With Choice	IVF. Accept. of Responsib.	IIA. Specif. of Info.	IIB. Specif. of Planning	IB. Use of Resources
Age	-10	-14	-08	-17	-05
Intelligence (Otis IQ)	16	25	12	37	-12
Incomplete Sentences Test	07	-05	-16	04	05
Thematic Apperception Test	04	00	06	-06	-01
Peer Acceptance	03	07	14	14	-21
Father Identification (Total Score)	06	12	03	19	-07
Adolescent Independence	15	21	23	14	08
Parental Occupational Level	20	16	22	26	-08
House Rating	01	09	01	05	-18
Father's Educational Level	19	00	00	10	-11
Mother's Educational Level	10	-06	04	00	-10
Parental Mobility	11	03	20	07	04
Family Social Mobility	-05	03	00	-06	15
Cultural Stimulation	33	24	24	21	-09
Birth Order	20	12	06	02	13
Parental Vocational Aspirations for Boy	-07	09	-15	01	-03
Family Cohesiveness	09	21	14	16	-04
Urban-Rural	-09	23	-23	-18	-13
Boy's Vocational Aspiration Level Discrepancy, Aspired and Expected Vocational Level	22	27	20	34	00
School Grades	20	34	27	26	06
School Achievement-Underachievement	30	40	08	38	-02
State vs. Local Curriculum	28	28	08	14	23
Participation: School Activities	24	14	26	25	06
Participation: Non-School Activities	16	24	26	21	-08
	25	21	10	15	-02

*Correlations of .17 and over are statistically significant at .05 level, and correlations of .23 and over are statistically significant at .01 level.

#Decimal points omitted for clarity of presentation.

Case Study Materials

Case 1 (High Vocational Maturity)

I. Personal Data

A. Education: Grade 9
Age: 14½ years

B. School Curriculum: State
Academic Achievement: 91

C. Occupational Plans:
Accountant (C.P.A.)

D. Father's Occupation: Accountant
Mother's Occupation: Housewife

Father's Education: Completed
College
Mother's Education: Completed
College

II. Test Data

<u>Name of Test</u>	<u>Raw Score</u>	<u>Normative Group</u>	<u>Percentile Rank</u>
Otis Quick Scoring Gamma IQ 121	121	--	--
DAT Form A {			
Verbal	20	9th grade boys	63
Numerical	30	" " "	95
Abstract	36	" " "	87
Seashore			
Series A {			
Pitch	46	7th & 8th grade pupils	90-100
Rhythm	--	" " " " "	--
Time	26	" " " " "	70-80
Tonal Memory	27	" " " " "	80-90
Meier Art	90	8th & 9th grade pupils	56
Minnesota Clerical			
Names	98	9th grade boys	74
Numbers	105	" " "	72
Minnesota Paper Form Board Series AA	43	12th grade boys	65
		Printers' Apprentices	70
Bennett Mechanical Form AA	--	--	--
		--	--

Case 1 (High Vocational Maturity)
Strong Vocational Interest Blank

Scientific			Musician	
I	Artist	C+	VI Musician (Performer)	A
	Psychologist	C	VII C.P.A. (Partner)	B+
	Architect	B	Business Detail	
	Physician	C	VIII Senior C.P.A.	B+
	Osteopath	C	Accountant, Jr.	B
	Dentist	C	Office Worker	B+
	Veterinarian	C	Purchasing Agent	B-
II	Mathematician	C+	Banker	B-
	Physicist	C	Mortician	B-
	Engineer	C	Pharmacist	C+
	Chemist	C	Business Contact	
Technical-Mechanical			IX Sales Manager	C+
III	Production Manager	C-	Real Estate Salesman	B
IV	Farmer	C+	Life Insurance Salesman	B-
	Aviator	C	Literary-Legal	
	Carpenter	C+	X Advertising Man	B-
	Printer	B-	Lawyer	B-
	Math-Sci. Teacher	B-	Author-Journalist	B-
	Ind. Arts. Teacher	C	XI President-Mfg. Concern	B-
	Voc. Agricult. Teacher	C		
	Policeman	C		
	Forest Service Man	C		
Social Welfare			Interest Maturity	49
V	Y.M.C.A. Phys. Director	C	Occupational Level	51
	Personnel Director	C+	Masculinity-Femininity	36
	Public Administrator	C		
	Y.M.C.A. Secretary	C		
	Soc. Sci. H.S. Teacher	B		
	City School Supt.	C		
	Minister	C		

Kuder Preference Record-Vocational
Form C

	<u>Percentile Rank</u>		<u>Percentile Rank</u>
Outdoor	12	Literary	75
Mechanical	11	Musical	94
Computational	99	Social Service	01
Scientific	03	Clerical	96
Persuasive	68		
Artistic	56	Verification	41

Case Study Materials

Case 2 (Low Vocational Maturity)

I. Personal Data

<p>A. Education: Grade 9 Age: 18 years</p> <p>C. Occupational Plans: Clerk in store</p>	<p>B. School Curriculum: Local Academic Achievement: 72</p> <p>D. Father's Occupation: Owns and manages dry cleaning establishment Mother's Occupation: Helps in dry cleaning establishment</p> <p>Father's Education: Completed grade 6 Mother's Education: Completed grade 8</p>
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II. Test Data

<u>Name of Test</u>	<u>Raw Score</u>	<u>Normative Group</u>	<u>Percentile Rank</u>
Otis Quick Scoring Gamma IQ 81	--	--	--
DAT Form A {			
Verbal	09	9th grade boys	13
Numerical	16	" " "	50
Abstract	01	" " "	05
Seashore			
Series A {			
Pitch	26	7th & 8th grade pupils	0-10
Rhythm	13	" " " "	0-10
Time	20	" " " "	10-20
Tonal Memory	11	" " " "	0-10
Meier Art	47	8th & 9th grade pupils	01
Minnesota Clerical			
Names	81	9th grade boys	45
- Numbers	89	" " "	42
Minnesota Paper Form Board ...	02	12th grade boys	01
Series AA		Printers' Apprentices	01
Bennett Mechanical	08	9th grade boys	03
Form AA		Male Industrial Workers (paper factory)	02

Case 2 (Low Vocational Maturity)
Strong Vocational Interest Blank

Scientific			Musician	
I Artist	B		VI Musician (Performer)	C
Psychologist	C			
Architect	C		VII. C.P.A. (Partner)	C
Physician	B		Business Detail	
Osteopath	C		VIII Senior C.P.A.	C
Dentist	C+		Accountant, Jr.	C
Veterinarian	C		Office Worker	C
II Mathematician	C		Purchasing Agent	B-
Physicist	C		Banker	B+
Engineer	C		Mortician	B+
Chemist	C		Pharmacist	B+
Technical-Mechanical			Business Contact	
III Production Manager	B-		IX Sales Manager	B-
IV Farmer	B-		Real Estate Salesman	A
Aviator	C		Life Insurance Salesman	B+
Carpenter	C		Literary-Legal	
Printer	C		X Advertising Man	B+
Math-Sci. Teacher	C		Lawyer	B-
Ind. Arts Teacher	C		Author-Journalist	A
Voc. Agricult. Teacher	C		XI President-Mfg. Concern	A
Policeman	C			
Forest Service Man	C			
Social Welfare				
V Y.M.C.A. Phys. Director	C		Interest Maturity	29
Personnel Director	C		Occupational Level	59
Public Administrator	C		Masculinity-Femininity	40
Y.M.C.A. Secretary	C			
Soc. Sci. H.S. Teacher	C			
City School Supt.	C			
Minister	C			

Kuder Preference Record-Vocational
Form C

	Percentile Rank		Percentile Rank
Outdoor	18	Literary	92
Mechanical	15	Musical	73
Computational	43	Social Service	69
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