A study of educational and vocational guidance information from eighth grade pupils at Belle Glade, Florida.

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A STUDY OF EDUCATIONAL AND VOCATIONAL GUIDANCE
INFORMATION FROM EIGHTH GRADE PUPILS
AT BELLE GLADE, FLORIDA

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Title: "A Study of Educational and Vocational Guidance Information from Eighth Grade Pupils at Belle Glade, Florida."

Problem: To discover individual abilities or characteristics which may be used as a base for Educational and Vocational Guidance. To find out if it is possible in the eighth grade to guide students in a proper selection of high school subjects which will prepare them for a life vocation which the student endeavors to select at this time, with the aid and guidance of the investigation.

Subjects: Belle Glade Junior High School eighth grade pupils, a group of 17 boys, and a group of 14 girls.

Materials: Tests as follows,
- Army Group Intelligence Scales, Alpha, two forms
- Terman Group Test of Mental Ability, two forms
- Kuhlmann-Anderson Intelligence Test, one form
- Glick-Germany Scholastic Aptitude
- Bernreuter Personality Inventory
- Minnesota Test for Clerical Workers
- Thurstone Examination in Clerical Work
- Detroit Mechanical Aptitude
- MacQuarrie Test for Mechanical Ability
- Rogers Test of Mathematical Ability
- Luria-Orleans Modern Language
- Strong Vocational Interest Blank
- Modern School Achievement Test, Grade 7,
- School marks for grades seven and eight,
- A Questionnaire for
  - General Information
  - Physical Condition
  - Hereditary Background
  - Past History
  - Present Activities and Interests and
  - Home Conditions, and

- Eighty-two Career booklets of the Institute for Research of Chicago.

Procedure: The students were given the tests shown above and also filled out the Questionnaire. The Career booklets were available in the eighth grade home room at all times and during the weeks of testing were constantly read and studied by the students. Class discussion of many of the more common Careers was heard at frequent intervals.
The results of the different tests were assembled test by test and include I. Q. ratings, Comparison of life ages and mental ages, percentile ratings, grade placements, personality ratings, speed and accuracy ratings, mechanical aptitude and ability letter ratings as per the tables found in the appendix.

The above data for each individual student was assembled in Case Studies, which include the test results, school marks, the completed questionnaire and the analysis for each individual student.

Conclusion: From the results of the above procedure and with the information obtained, the individual Case Studies of each pupil should reveal any outstanding abilities or characteristics which may guide the student in his educational and vocational preparation.

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CHAPTER I
Introduction.

Through ten years of high school teaching I have been impressed with the number of failures of pupils in high school subjects. Society has long admitted that "Nothing succeeds like success", but it has been slow to realize that "Nothing fails like failure".

There are many consequences of these failures. The pupil who realizes that he is failing becomes discouraged and is consequently unhappy. He loses confidence in himself, he loses his interest in wholesome activities, his self-control, and often feels that everyone, including the teacher, is against him. Usually the failure develops in the pupil resentment and antagonism against the teacher, the subject, the aims of the school and its orderly conduct. The pupil becomes more or less "soured on life", and tends to hate the pupils who are succeeding. This attitude of bitterness carries over into his home life and he is unhappy in the family circle, where, he thinks, no one understands him, appreciates him or cares for him. He may become more or less hateful to all that he comes in contact with and his misunderstood sullenness and impudence are often the cause for punishment. The failure may cause him to develop a "complex, as he thinks, because he fails, he must be inferior and the compensation of the feeling of inferiority may develop a "problem pupil". And "problem pupils" especially those of adolescent age frequently commit offenses that fore-shadow a life of crime.

On the other hand the successful pupil learns to expect
Success, has confidence in himself and feels that success is his right. The satisfaction that comes with his achievement urges him into greater and more varied experiences, from which he gets richer and deeper meanings and insights, going on to broader experiences with their consequent intellectual and emotional development. He is winning, life is attractive, and in the light of past conquests, he expects to go on into ever-broadening fields of interest and success. This surge of power and confidence should carry over into the after-school life and should be a great aid to the pupil in helping him toward success in his chosen occupation.

Could time and effort be spent to any greater advantage than in trying to reduce the number of failures in high school and to increase the number of successful students and so change the first picture to the second? Is there any way in which the abilities, interests, aptitudes and capacities of the pupil can be matched with the subject matter so that the best chances of success can be had by the pupil when he starts in the senior high school where he has a greater choice of subject matter?

And why is the pupil going to continue his education and go on through high school? Is it because he has not yet reached the age when, according to his state law, he can stop going to school or is it because he has started to think about his future life, his hopes, plans, aspirations and what particular place he is to fill in society?

Burdge has shown that of the 286,000 boys in New York State of 16, 17, and 18 years of age in 1918,-

245,000 of these were no longer in school,
61,000 or about 25% dropped out at 7th. grade level,
132,000 or 50% dropped out at 8th. grade level,
220,000 or 90% before completing the 9th. grade and
35% left school at the earliest legal age.

His study showed further that the boys of this group were thoroughly adverse to further schooling, that they were scattered here and there by the winds of chance, first into one environment then another and another, almost without end, until only by chance or accident do they get the kind of employment best suited to their growth and development as citizens and wage earners.

"What these boys really need and crave is sane, sympathetic individual counsel, guidance, and leadership, beginning with the seventh year of the Junior high school and continuing with them throughout that trying period after they have left school".

The increase in numbers in the upper grades in recent years, due to the extended legal age and the difficulty of very young men in finding work makes it even more imperative that the education that they are receiving should awaken an interest in life and its numerous activities so that the pupils may be inspired to think of the future and to make an intelligent choice of their occupation. For no matter how many years they are compelled to

stay in school unless the interest of the pupil is real and sincere, the achievement will not be very great. And what could awaken in the mind of the pupil an interest any quicker than a study of himself, and when he begins to find out things about himself, a study of where these self-possessions can be made to fit into the everyday world. At the start of this study when the pupils took the first Intelligence test they did not appear very much interested. But how that interest did increase, becoming greater and greater with each succeeding test until the most frequent question the writer received from the pupils was, "When are you going to give us another test?" And when the tests were being written, such a concentration of attention and interest, seemingly more intense than in senior high school subjects and tests. And after the students had started to learn their own personal capabilities, and the Research monographs were made available to them, what a diligent group of investigators that eighth grade became.

They studied first those Careers that they had had in mind from previous experience, then when those Careers did not seem to fit their abilities, their next step was to try and locate occupations that did fit their abilities. No thought of leaving school for those pupils but an aroused interest in education from a longer range viewpoint than they ever had before, a real interest because it was so closely connected with themselves. Then what serious thought and concentration on the choice of subjects for their ninth grade, a real endeavor to pick out the subjects in which they appeared to have the best chance of
success and which would lead up to the Career they had in mind. If this study has no other result than the awakening of this interest in the pupils, the writer will deem it worth while.

To decrease the failures in high school subjects, with their resulting demoralizing effects on the pupils,

to reduce the number of pupils leaving school before they are ready to take a place in the present day highly organized and complicated civilization,

to develop an interest and knowledge in one's own future place in society, at a time when definite preparation for this future place should economically begin, and

to do these things through an analysis and study of the individual pupil, so that his specifications may match, as closely as possible, the specifications of his future career, is the purpose of this study.
CHAPTER II

Survey of the Field.

Neuberg states that scientific principles and methods of vocational choice must be based upon the right aim and objectives of vocational choice. But since vocational choice is only a phase, although a very important phase, of the education of the complete individual, it is essential that, before we decide on the aim of the choice of a vocation, we accept or formulate the aim of education in general.

That this is a difficult task is shown by Briggs, "the hundreds of statements of the desired aim of education which have been presented by writers on education". Koos, several years ago made "A Comparison of Aims from Elementary Schools to the Universities", obtaining aims from one hundred and twelve books and articles written by prominent American Educators. From these he reached the following conclusion; two comprehensive aims, first, general or liberal training, and second, preparation for the needs of life. These are divided into four large aims,-

1, Training for social-civic responsibilities, 2, Health, 3, Recreational and aesthetic participation, and 4, Practical occupational efficiency.

The most generally accepted statement of aims is found in the "Seven Cardinal Principles of Secondary Education" formulated by the Commission on the Reorganization of Secondary Education in 1918. These are 1, Health, 2, Command of fundamental processes, 3, Worthy home membership, 4, Vocation, 5, Civic education, 6, Worthy use of leisure, and 7, Ethical character. The conclusion
of the aims may be summed up as follows, "The purpose of democracy is so to reorganize society that each member may develop his personality primarily through activities designed for the well being of his fellow members and of society as a whole so that each may be capable of a complete and worthy living."

Lincoln states that guidance has become an increasingly important phase of education in recent years. With the increasing complexity of the present day civilization, with the rapid change in the manner of living and the ways of making a living, the problem of aiding youth to locate suitable occupations, and to adjust themselves to the rapidly changing civilization, becomes of greater and greater complexity. Guidance should be a fundamental part of all public school education and with the present day emphasis of educational thought on the individual pupil and his needs, guidance serves to help the individual child directly and is an important element in the construction of the curriculum.

Neuberg says that with such results as social and economic waste, deterioration of human personality, and unhappiness due to the wrong choice of a vocation, the aim of vocational guidance should be such as to correct these conditions. Here again we have a vast array of aims. The National Vocational Guidance Association states "Vocational guidance is the process of assisting an individual to choose an occupation, prepare for it, and progress in it". "Vocational guidance concerns itself, therefore, with the pupil in the schools and in the colleges".

As formulated by The Western Guidance Conferees, the broadly stated aim of guidance is that of helping all individuals at
appropriate times to plan for, select training activities for, and enter vocational, social and recreational activities in which they will be successful and happy and of service to society, and in which they will be continuously helped to utilize in full the capacities which they possess in the interests of the common good. This means that individuals will be helped to,

1. Secure pertinent information concerning present and probable future occupations,

2. Discover the nature and extent of their aptitudes, interests and needs,

3. Develop interests which lead to the planning and carrying out programs of training,

4. Secure information and select activities which will promote the development of a normal well-integrated personality,

5. Secure information concerning the nature and objectives of offerings of the school, and of their own probabilities of success in connection with each of these offerings,

6. Re-examine and revise their plans as changed conditions make this advisable, and

7. Acquire standards of value consistent with the aspirations of a democratic society with regard to social, recreational, and vocational activities.

Strathmore states that most people just fall into their jobs, occupations or careers in a haphazardly manner, and a few who are fortunate find their work enjoyable and are therefore happy at work. But those who are not so fortunate, and these are the great majority, do not enjoy their work, and have to accept it
as drudgery for life or shift aimlessly from one job to another in a futile search for their proper sphere in the work of the world. Vocational guidance as a scientific help to the individual in choosing his life work will give the individual a much greater chance of finding contentment in his work, a better chance for advancement, better financial returns, and a better means of self expression.

Bell considers that there are two factors which condition the adjustment of the student for the present and for the future. One factor is the analysis of the pupil as an individual, his abilities, interests, personality traits, special strength and weaknesses. The other factor belongs to the civilization in which the pupil is developing and which will include, the opportunities for training and for achievement, the demands and denials, the potentialities and frustrations of the society of which he is to be a part. An endeavor to measure the future of society is therefore essential for the guidance worker. "The problems of guidance may thus become at any time and for any given individual, problems of individual measurement and prediction, measurement of individual potentialities on the one hand, and of social opportunities on the other".

No one who has studied psychology can consider that the problems involved in a study of the growing human entity which we call the individual are simple uncomplicated problems. No one who has studied the social processes and organization and who has an insight into its meaning can consider that our society is a simple uncomplicated one. The problem of the guidance
worker, who undertakes to adjust the individual to society is therefore far more complex than either the task of the psychologist as he studies the individual or that of the sociologist as he studies society. The pupil, an individual, derives his meaning from the society of which he is a part, and that means that one cannot understand him or evaluate him aside from the whole to which he belongs. What significance does he have in relation to the whole of society, what is his place in society, can he function there, and can he function to the limit of his capacities, is he in the right place, for what he is? These are the terms in which he must be measured.

In endeavoring to measure the future with regard to its implications concerning the possible chances for careers, Bingham 11 has shown that in the sixty years ending in 1930 that,

1. The number of workers in each major field of occupation except agriculture has increased more rapidly than the population. 2. The rate of increase has been least in domestic service, manufacturing, and mining, more rapid in trade and transportation, and in professional service, and

3. The rate of increase has been most rapid in clerical service.

In the professional service group, the teachers have increased from 120,000 to 1,100,000; there has been a rapid rise in the proportion of technical engineers, nurses, draftsmen, musicians, artists, actors, chemists, librarians, and authors; with the obsolescence of the veterinarian, and a relative decline in the traditional learned professions, medicine, the ministry and law. Some of the work of the physician has apparently been handed
over to the trained nurses, by ministers, to teachers and social workers, and by lawyers to clerks and business specialists.

During the period from 1910 to 1930, the index of production increased 86%, with 2,000,000 more workers in occupations relating to the primary production of raw materials, their preparation for consumption and the transportation to the final place of use; with 5,000,000 more workers in the trading of these goods and in the clerical and managerial occupations involved in administering all these different enterprises; and an increase of 3,000,000 engaged in caring for the personal needs of our population, while there was a decrease of 2,000,000 workers on the farms. Stated as a per cent increase, the proportionate increases are as follows,-

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<td>Primary production, Preparation and Transportation</td>
<td>6%</td>
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<tr>
<td>Trade and Administration</td>
<td>80%</td>
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<tr>
<td>Professional and Personal Services</td>
<td>50%</td>
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<tr>
<td>Population as a whole</td>
<td>33%</td>
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This means that the food and goods used by an increase of population of 33%, were grown, made, and transported by but a 6% increase of workers; the 33% increase of population required a 50% increase of public, professional and personal servants; and the great increase of goods used and in the organization of all forms of business and government required an increase of 80% in the number of administrators and traders, including increases of 44% as managers, 97% as engineers and accountants and 136% as clerks and trades people.

In the professional and personal service group, in the professions proper the increase was 48%, in the semi-professional
The lower level occupations, the easiest to learn, made up of the army of workers, machine tenders, unskilled laborers, and simple routine jobs, requiring little special talent and little education, took 16,500,000 of the total 38,000,000 following gainful occupations in 1930. However the proportion thus engaged was bettered from 1920 to 1930, for while the total population increased 16%, the number in this group only increased 11.5%. Of the 16,500,000 in this group, it is probable that nine or ten millions who have been following minimal ability occupations are capable of learning to do more difficult and valuable kinds of work, with a consequent decrease in dissatisfaction, boredom, worry, emotional instability and discontent, as well as economic loss. These workers could occupy higher positions with resulting economic betterment, and their places taken by labor-saving machinery. This chance is a great reason for the better guidance of the students of our present day schools.

Because of the growth of technology and power a smaller proportion of the work of the world is being done by unskilled labor, which trend will continue. A much greater number of opportunities are found in the occupations like managing, selling, nursing, teaching and social work, where effectiveness in personal relations is necessary. This drift toward personal service occupations, many of them quite new, will undoubtedly continue and because the old era of scarcity of goods has changed into a
period of surplus, produced with a decreasing number of workers, there is here an implication regarding future occupational opportunities. This implication is, that there will be an increase in the opportunities for work with people, serving their wants, supervising their combined efforts, getting their cooperation, managing them, instructing them, and helping them in one way or another, occupations in which the most essential abilities will be abilities in personal and social relations. This means persons who have ability in human understanding, self-control, personal insight, sincerity, tact, courtesy, clearness and simplicity, a relatively new list of abilities to look for in the personal make-up, a rating for skill in personal and social situations.

From the standpoint of a sound social economy, one ideal should be to provide such a range of well planned training opportunities that each one who works can be prepared to compete for a livelihood in an occupation somewhat commensurate with his talents, and to provide everyone also with information, the best obtainable, about employment opportunities and prospects, and the relative absorptive capacity of the different careers and professions at his level of capacity. Then more boys and girls, growing into manhood and womanhood, will train for work that they can do well, in callings which offer better rewards of job satisfaction and better economic returns. The provision for the needed opportunities for training is primarily the responsibility of educational administrators; but the job of observing the changing trends of occupational opportunity and supplying
the students with the facts concerning the relative demand and supply in the different occupations, as well as the task of educational and vocational guidance, which will capitalize on available talents and prepare the student to engage in the kinds of needed work in which their abilities find full scope, rests on the shoulders of the counselors.
CHAPTER III

Purpose.

The problem which this study is concerned with is, "To discover individual abilities or characteristics which may be used as a base for Educational and Vocational Guidance. To find out if it is possible, in the eighth grade, to guide students in a proper selection of high school subjects which will prepare them for a life vocation which the student endeavors to select at this time, with the aid and guidance of the investigation".

Bogan considers that guidance is of primary importance in public education, guidance of three types, educational, moral, and vocational. Educational guidance of a formal type has long been used but it has been inflexible and pointed only toward the upper school levels and higher education. Today it tries to lead students, at an early age, to consider their future careers, and to plan their school subjects with these future careers in view, and so becomes also vocational guidance.

"Fortunate is he who is not required to depend on blind fate for direction, even though the most efficient preparation lacks the guarantee of success". Because of the advance of society due to technology, the development of adaptability and versatility are essential for nearly all occupations, and even though the strength, weakness, and aptitudes of the student are discovered, it is not expected to locate one entirely dominating aptitude or unusual skill.

Lincoln in a study of educational and vocational information
as a part of a guidance program with ninth grade pupils, in a wide range of localities, to determine whether or not the pupils made an appreciable gain in educational and vocational information through organized instruction, found that the results were positive and conclusively in favor of pupils guided through organized instruction and counsel.

Hoopingarner\textsuperscript{14} reports "There is a positive relationship between life planning and success, and the converse, lack of planning and failure, and while continuous personality improvement should be looked upon as a life process for every normal person, the need for vocational adjustment is related, but secondary, to the need for continuous improvement of one's personality".

Greaney\textsuperscript{15} in regard to vocational work in the elementary school writes as follows,"What the pupils due lack is definite, systematic, expository instruction in vocational opportunity, and inspiration and direction as to how to discover their own talents and limitations. Clearly the way to place opportunity to do this before the great masses of our children, is to give occupational study a definite place in our seventh and eighth grade grammar school program".

Why not then, institute this educational guidance together with vocational guidance in the eighth grade, just before the senior high with its specialization of all kinds, with the earnest hope that enough success will be had to at least start the student along the right general direction, and so prevent
so much lost motion and the birth of another social misfit?

For this study the eighth grade of the Belle Glade Junior High School of Florida, consisting of 17 boys and 14 girls was used. The pupils of this grade are not all native Floridians, as 15 of them came to Florida from eight different states.

To obtain a fairly reliable Intelligence Quotient, five Intelligence tests were used, two forms of the Army group Alpha, two forms of the Terman group test, and one form (Grades 7-8) of the Kuhlmann-Anderson test. To obtain a scholastic aptitude the Glick-Germany test was used and for personality ratings the Bernreuter Personality Inventory. Two tests for Clerical workers were given, the Minnesota and the Thurstone; and two tests for mechanical ability were used, the Detroit and the MacQuarrie. The Rogers test of mathematical ability and the Luria-Orleans modern language were given. For vocational interest, the Strong Vocational Interest blank was employed, and the results of the seventh grade Modern School achievement test as well as the subject marks for grades seven and eight are included in the data. A Questionnaire, compiled by the writer, was given to obtain General Information, and data in regard to Hereditary Background, Past History, Present Activities, and Home Conditions. The test results and above information for each individual pupil have been compiled in separate Case Studies for each pupil. These Case Studies also show the average of the I. Q. for the five tests as well as the average of the mental age for five tests. The test results for the whole class were also compiled, test by test, and include the
I. Q. ratings, comparison of life and mental ages, percentile ratings, grade placements, personality ratings, speed and accuracy ratings, mechanical aptitude and ability ratings, and these test sheets will be found in the Appendix. The occupational information used was obtained from eighty-two "Career" booklets of the Institute of Research of Chicago.

To try to develop the habit of the approach of the scientist, the students were encouraged to approach the study of their own personal problem with the objective, impersonal attitude and truth seeking methods of the scientist; to capture their interests and to enlist their efforts in the solving of their own perplexities, the students were given opportunities for "Doing things to find out". They engaged in class discussions, took tests, filled out questionnaires, studied "Careers", requested help and information from the teachers and from persons in the community, were encouraged to engage in reflective thinking concerning life goals and values, to try to develop plans for striving to realize goals and values, and to build a growing life philosophy to guide them in a changing world.

The major objectives of Guidance are also the major objectives of Education, the maximum development of the "Whole student", rather than a segmenting of his personality; a total experience co-operatively planned in a broad and tenative outline by all of the educational workers with whom the student comes in contact, with the student an active agent in this planning, so that the experiences may facilitate desirable well-rounded development, an experience integrative rather than disintegrative in nature.
This means to the Counselor the students must not be strangers! must not be simply names in a record book, but that the Counselor must know as much as can be discovered about each individual, must know his interests so that he can be stimulated to engage in the proper experiences and his efforts enlisted in the correct activities. With this personal knowledge the guidance work can be planned in terms of the perplexities, the aspirations, the interests and needs of the individual student in question.

Andrus gives a good summary of the task of the Counselor, as shown by the following,-" The Counselor must serve the pupil when the pupil needs him. (When would the pupil need the Counselor any more than when he starts high school with its differentiated courses?) Pupils differ in abilities, interests, purpose, needs. Each pupil is unique, and must be guided in precisely that manner which he uniquely requires, and the counseling will develop in the pupil a consciousness of his own being, a purposeful sense of direction, with a definite feeling of going somewhere and of really doing something. The pupil is aided in formulating a school program in harmony with his life goals and with wholesome life adjustments. The pupil in preliminary and general fashion gets the opportunity to learn about self and society, school resources, occupational fitness and conditions, and facts of discussed individual differences, and surveyed social and economic trends. Thus material has been made available to him for, mapping out of an adequate training program, projecting of life plans, and the building of a philosophy of life. The pupil therefore has an intelligent background to make his own decision!.
The Counselor wants to further the pupil's growth, to qualify him to recognize, define and solve his own problem, to develop purpose in making his own adjustments. When the Counselor senses the ability of the pupil to define his own problem, the responsibility of initiating further moves then belongs to the student. The Counselor shows what courses are available in accordance with the capacity of the pupil, his assets, and liabilities, which must be taken into account in consideration of occupational bents and aspirations. Knowledge of these endowments is necessary in the planning of appropriate school courses, to the indicating of those careers and vocations that may be reasonably followed.

The Counselor advises the pupil on the basis of facts, rather than on wish-fulfilment, and when he has given the pupil the needed information, has stimulated thought, and motivated action, and has helped lay the foundation for the further development of interests and attitudes, he adroitly and not too obviously transfers to the pupil the responsibility for the initiative in the solution of his problem. The pupil must consider his suitability for a career in the light of his background, his circumstances, his training, his experiences, his physique and health, his general and special abilities, his aptitudes and interests. At best, he may as a result come to a wiser decision than he would have reached unaided, and, at least, he has been brought face to face with the elements of the problem upon whose correct solution in the long continuing process of adjustment, depends much of his happiness and value.
Counselor records the findings reached, with all pupil data, and makes plans for the necessary follow-up to help realize the guidance function, and must make a continued analysis of the problem. He 1, considers the attitude of the pupil, 2, guards against being stampeded emotionally, 3, helps the pupil develop and select constructive alternatives, 4, develops in the pupil an awareness of the problem and the obligation for the solution, 5, shifts the responsibility of initiative to the pupil, 6, records accurately, 7, interprets equitably and 8, arranges for the follow-up procedure.

We have tested the general intelligence and certain special aptitudes and abilities, inventoried the interests, rated the personality, measured the school achievement, taken account of school marks; have acquired information concerning general conditions, physical conditions, hereditary background, past history, present activities and interests and home conditions. Bell reports that by various correlation techniques relations have been worked out of these series of scores to a series representing some success ratings or measures of the same group. We think that we have found out certain attributes of various occupations, which if possessed by the students we are guiding, do somewhat predispose to success in the proposed vocation or class of vocations.

But exactly how much success is due to general intelligence, how much to aptitudes and abilities, how much to interest or personality, or the rest of the factors of the individual, we are not at all sure. The occupations have not been resolved into components sufficiently enough so that we may know what they
demand in these characteristics. Hoopingarner\textsuperscript{18} states, "To facilitate the matching of individuals and occupations, in so far as possible, human ability and occupational requirements should be reduced to the same common denominator". For certain groups of occupations we have enough general information concerning these factors so that we allow ourselves to set a minimal critical score, possession of which is the limiting condition of employment. But why the majority of those who do not have the minimal score fail, we do not know. Guidance sets similar arbitrary limits for pupils who seek a college education, or on the choice of the so called higher professions with little factual basis for the guidance, except in the case of those having extremely high or extremely low scores.

The single measurement problem of importance for guidance upon which there has been more careful thought and work is that of measuring general intelligence, and yet we are not at all sure of the indications here. Thorndike\textsuperscript{19} indicates certain of the weaknesses of the present techniques,-"First, that we do not know what our intelligence tests measure, or in what proportion they measure the various things they do measure; second, that we do not know how far it is proper to add, subtract, multiply, divide, and compute ratios with the measures obtained; third, that we do not know just what the measures obtained signify concerning intellect or concerning functional abilities".

We must discover what our mental and special trait measures are measuring in terms of functional abilities required for various social and occupational tasks. Without this problem being solved we can not expect to predict performance accurately from
our measuring instruments if we do not know specifically what abilities they measure or what demands are made by specific social situations upon these abilities. We do have some tools for measurement, and experience teaches us their usefulness, even though we do know, that there is a universality of error in our mental measurements, and the necessity of ascertaining the limits within which they can be counted on. We must keep a healthy skepticism over the precision of our measuring instruments, we must discover more definitely the limits within which the long list of scales and tests are accurate, and lines of research should be followed up to improve them.

Macrae reports that even in interpreting the ratings of the intelligence test, (the most reliable instrument of measurement of the counselor), no automatic precision can be obtained, for within certain limits, marked special abilities or character qualities may compensate for a defect of general capacity. But a tentative classification of vocations with respect to this characteristic is essential, and the counselor is guided to some extent by the results of investigations such as the Army Alpha with its occupational ratings. Burt with the aid of information from these ratings gives the following classifications and I. Q. ratings.—Clerical and highly skilled work, 115-130; Skilled work, 100-115; Semi-skilled, 85-100, and Unskilled, 70-85. He has reserved the I. Q. ratings over 130 for two "higher" professional classes, and those below 70 for two "lower" classes suited only to the mentally defective. Cohen reports that as a result of their work in army and
industrial personnel testing, Yerkes, Bingham, Terman, Link and others, report the following range of scores on the Alpha scale, - Professional from 98 to 184, Commercial work from 58 to 145, Skilled trades from 26 to 95, and Unskilled work from 21 to 70. Jones reports that while the results of the Alpha test are by no means satisfactory as measures of ability in various occupations, they are practically the only material we have, and, within limits, may be used to good advantage. He has constructed, with the help of information from DeVoss, Yerkes, and Terman, a table for the tentative selection of an occupation. This table uses the I. Q., the mental age, with the Army Alpha scores, and shows an I. Q. rating of 90 necessary for high school, and 106 necessary for college. It also shows the middle 50% of the Alpha scores corresponding to the occupations, and the general education required for the occupations. Pintner gives for guidance purposes the following I. Q. ratings and types of education and vocation indicated, - Above 115 College, 100-114 High School, 80-99 Vocational High School, 70-79 Industrial High School (Junior), and below 70 Special School; I. Q. 120 and over professional, 90-119 clerical and skilled work, and below 90 semi-skilled work. These relations between the intelligence and occupations through the Alpha scale is the first step in the effort to connect the student with an occupation, by matching intelligence requirements.

In regard to Personality and Interest Keys reports "Growing interest of guidance workers in measures of personality traits springs primarily from a desire to use the device in forecasting
success or failure in school work or later occupations". It is only natural that guidance workers should turn hopefully to attempts at the measurement of personality characteristics. Intelligence tests alone afford too inadequate a prognosis. Our better known group tests of intelligence, for example, are primarily measures of scholastic ability, and in some cases are so designated. Yet correlations between scores on these and school success show that even school success is determined to the extent of only 40% by factors measured by a typical intelligence test, leaving 60% to be accounted for in terms of personality, interest, force of character, good fortune, or what you will. The relation of measured intelligence to vocational success, aside from perhaps a few professions, is commonly much lower yet. It would seem reasonable therefore, to hope that the extensive experimentation in the measurement of personality traits may uncover types of tests which will be even more serviceable than our measures of intelligence, or at least valuable adjuncts to the latter".

Keys reports further that it appears that none of the existing personality or character traits has been found of consistent practical value for the prediction of achievement. The Woodworth, Bernreuter, and Thurstone Personality Schedules, the Downey-Wil Tempo- merment, and the Pressey X-O tests are only a few of the many which have proved repeatedly to add little or nothing to the prediction obtainable from intelligence tests alone. Cahoon at the University of California High School, after a two year investigation of two successive groups of student teachers, of from 150 to 200 each, reports that the Bernreuter Inven-
tory applied to these, failed to show a difference of one standard deviation on any of its four scales, between those whom careful rating placed in the high fifth and those rated in the lowest fifth as to success in student-teaching. The moral is probably that existing tests of emotional and character traits were designed to measure emotionality and character and not to predict achievement, for which we should turn to measures of aptitude or interest specifically constructed for that purpose.

The "Interest" report blanks which have evolved out of more than twelve years of experimentation have shown most encouraging results. Strong reports that for many occupations scores on this test will discriminate 60 to 80 per cent of persons in that profession from those without, and between certain occupational groups, the difference in interests proved so great that there is no overlapping at all in test scores. For example, the scale for personnel workers distinguishes some 72% of persons in that field, and on the scale for personnel workers, no artist has been found to score as high as the lowest scoring personnel worker. These interests appear to be fairly well stabilized in most persons by the senior high school age, and to manifest a surprising degree of performance, particularly in persons of fair intelligence. Hartzell in an investigation of the factors underlying the choice of occupations, states as his conclusion that the most important factor in the choice of an occupation is the interest, enjoyment, and liking of the work itself. Brown in a survey of vocational choosing comes to the conclusion that interest, renumeration, accident and family tradition,
in the order listed, were the reasons given for the choice of an occupation. His conclusion also shows that of the 1977 successful men and women studied, that many of them were over thirty years of age before they finally entered the vocation in which they were successful. This means that approximately one half of their life was over before they really got to work and seems to be a strong reason for vocational guidance to get persons to their real work earlier in life.

Miller in an investigation of the practice of guidance of high school students found that general success in school work is considered in guidance more frequently than any other measure of pupil ability. Broussard in case studies of guidance in high school found that subjects in which the pupils were successful tended to influence them toward more advanced studies and vocations embracing similar subject matter. This would tend to show that success in school achievement is a factor in educational and vocational guidance. It is also true that in society, in the business world, in industry, employers do consider school achievement as an indication of probable success, or failure, and, when looking for persons of superior ability, do depend upon school achievement for guidance.

Moore in a study of the Aptitude hypothesis in vocational guidance came to the following conclusions: 1. "That present tests act as partial indicators for guidance, 2. That they merely indicate probable success or failure in motor and mechanical abilities, 3. That they have selective but not guidance reliability for specific occupations, 4. That they are more reliable for
That no definite list of fundamental aptitudes can be formulated. Jones states that the general scholastic aptitude tests are now used for predicting success in high school and college, and are fairly successful and have high predictive value. The correlation between aptitude tests given in school and the success of the occupational choice ten years later in life was found by Thorndike to be so low as to be meaningless for prediction. This in the case of junior high students, who have had practically no training in clerical or mechanical lines, would seem to indicate inate capacity or the lack of inate capacity and would rule out most of the clerical or mechanical ratings except possibly those of the highest rank.

As in all practical advisory procedures, tests and their data, even the most carefully standardized, are only aids to diagnosis, so the general information, from the Questionnaire, concerning each pupil, may be of some aid. The physical make-up, or condition may help in determining the career where definite physical limitations are indicated. Heredity gives some capacity to do things, some natural or inate traits are inherited as per the Jonathan Edwards family. The past history and present activities and interests may hold a clue as to the trend of what the pupil really wants to do, provided he has been and is now doing what he wants to do. Home conditions and standing may be the limiting factor, through financial reasons, in the chances for continuation of education and so limit the possibilities of choice of a career.

As a summary of how the analysis of a case study is made, the first choice of the occupational group, and school career is
taken from the relations, by the various workers, of the Army Alpha to the occupations, which as per the authorities studied, apparently roughly limits the occupations in which the pupil has the best chance of success. Here two factors must be considered, first, as per Hoopingarner , "Factors making for failure in different occupations are more readily determinable than factors making for success; vocational planning can rather wisely proceed on the basis of determining in the beginning what occupational fields one should not enter and thus through a process of elimination, reducing the chance of error in making choices in the general fields of occupational activity," and second as per Jones , "Scores toward either extreme are much more significant than those toward the average, and we may be fairly sure that if a pupil attains an intelligence score much below the median of a certain occupation, the probability of his success in that occupation would be remote, and he should be led to choose another unless he shows clearly other outstanding qualifications". Thus those making high intelligence scores should consider those occupations that rank high in intelligence and the opposite for those with low scores. This even though Thorndike showed that the prediction of vocational careers and success based on intelligence tests but a little better than a chance guess. ( He did however also say that the bright child into the professions, the fairly able into clerical work and a mediocre child into mechanical work, may be still a good idea.)

And not with standing the results of Cahoon's experience with Personality, the writer is going to try to include the Personality results in the analysis with the hope that some
degree of success may attend the efforts, for according to Hoopingarner, "Inability to get along with and deal effectively with people, is one of the greatest obstacles not only to success but to happiness—schools are lacking in training to meet this need—and the chief purpose of the study of psychology in the future, will undoubtedly be directed toward the attainment of a better understanding of people and how to deal with them. This Personality is of such great importance with the great increase of vocations that have to do with direct association with the people.

The study of interest seems to rank it as of considerable importance, so the analysis will be guided by the results of the Strong Vocational Interest Blank. For educational guidance the achievement and school marks seem to have considerable value, so these will be used in the endeavor to guide the selection of courses and subjects.

The scholastic ability tests should be of good value in the prediction of school success, while the mechanical and clerical aptitudes are not considered so good, except in the cases of the higher ranking ones. The general information as per the Questionnaire will be considered as aids and supplementing indications to the preceding statements of the summary of how the analysis is made.
General Information
No. 1. Sex Girl Grade 8 Age 14 Height 5-6\frac{1}{2} Weight 123

Physical Condition
Health good Build average Physical Defects no
Eyesight good Color blind no Hearing good Nutrition good
Sense acuteness, Touch good Taste good Smell good

Hereditary Background
Irish

Birthplace Fl. Nationality of Father Scotch Mother Scotch
Fruit packer
Fireman
on dredge

Occupation of Father

Father's Nationality: Grandfather Irish
Grandmother Irish

Occupation of Grandfather: Farmer
Grandmother: Housewife

Mother's Nationality: Grandfather Scotch
Grandmother German

Occupation of Grandfather: Carpenter
Grandmother: Housewife

Past History
Accidents none
Sickness tonsils & adenoids removed arthritis, measles, C. Pox,

Jobs Held: care of children
Undertakings: sewing & cooking

Present Activities and Interests
Work house work
Recreations riding

Clubs Life Saving Guards Indoor: dominoes

Out-door games base-ball
Handiwork: cooking & sewing

Read little Preference books Kind travel & romance

Have Travelled much Like to travel some For a living no

Best studies Math., Home Ec. Plan next year school

Good Conversationist fair At ease with strangers quite

Like to lead yes Co-operative yes Work accurate fair

Home Conditions

Number of brothers 1 Number sisters 0 Parents own home no

Financial status good Living conditions average
Test Information: 1.4. Girl 14-2

Intelligence, Mental Age, Age Diff. 

Alpha, I.Q. 99.7 M.A. 14-2 Age Diff. 0.0 Percentile 39.0
Toman, I.Q. 95.6 M.A. 13-7 Age Diff. 5.0 Percentile 37.0
Kuhlmann, I.Q. 92.9 M.A. 13-9 Age Diff. 1.0 I.Q. Average 96.7

Glick Scholastic, Grade 5.3, Mental Age, Average 13-9

Personality Inventory, Barratt, Percentile:

Neurotic Tendency 63 Self-sufficiency 13 Intro-Extroversion 95

Dominance-Submission 93 Confidence 89 Sociability 35

Thurstone Employment Clerical, Speed Accuracy Combined

Minnesota Vocational for Clerical Workers, Average Higher, June 48

Detroit Mechanical Aptitude, Age Norm 18-0 M.A. 125.6 Letter A

Macquarie Mechanical Ability, Letter Rating Percentile 60 Rating 9th Average

Rogers Mathematical Ability Percentile 60 Rating 9th Average

Luria Language, Expectation of being in 3rd tenth 4.7 Percentile 48

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Spelling Reading Arith Language History Geography Spelling Reading Arith Language History Geography

Modern School Achievement, Grade 7, Achievement Median

Strong Vocational Interest Blank, Librarian C, Physician C,

Dentist C, Life Insurance Saleswoman C, Social Worker C, Teacher

of English C plus, Teacher of Social Sciences B-, Lawyer C plus,

Y.W.C.A. Secretary B, Teacher of Mathematics and Physical Sciences

C plus, Nurse A, Stenographer-Secretary A, General Office Worker A.
Analysis.

Girl No.1, I. Q. 97 (Alpha 100), Ratings, High school, Business and Clerical. Alpha score 78 (C plus), Rating, Business and Clerical. Her scholastic aptitude is one grade retarded, aptitude for mathematics and language average, school marks fair to good, mental age five months retarded. (First year at Belle Glade, parents fruit packers, on the move most of the time.) Ratings show that she can make high school if not too much time in school missed. Clerical scores are average, but high, (A) rating in mechanical aptitude. In Personality, she is not neurotic, not self-sufficient, introverted, highly dominant, self-conscious, and fairly sociable. In vocational Interest, rating A for nurse, A for stenographer-secretary and A for general office worker, and B- for teacher of Social Sciences. The A ratings accord with group ratings of business and clerical.

She plans to become a teacher, but achievement and ratings are rather low for that occupation, business and clerical seem to be the best location, depending greatly on achievement in high school; the mechanical aptitude may show up in Home Economics, and if the teaching desire persists, it may have a chance to develop through Home Economics.
General Information

No. 2. Sex girl Grade As 15 Height 5-9 Weight 110.

Physical Condition
Health good Build sturdy Physical Defects none.
Eyesight good Color blind no Hearing good Nutrition good.
Sense acuteness, Touch good Taste good Smell good.

Hereditary Background
Birthplace Fla. Nationality of Father American Mother American.
Occupation of Father farmer of Mother housewife.
Father's Nationality Grandfather American Grandmother American.
Occupation of Grandfather farmer Grandmother housewife.
Mother's Nationality Grandfather American Grandmother American.
Occupation of Grandfather Carpenter Grandmother housewife.

Past History
Accidents none Sickness measles, whooping cough.
Jobs Held waitress Undertakings sewing dresses.

Present Activities and Interests
Work waitress Recreations camping.
Clubs Glee Club Indoor games checkers, basketball.
Out-door games soft ball Handiwork sewing, cooking.
Read much Preference magazines Kind adventure romance.
Have Travelled little Like to travel little For a living no.
Best studies Math, English Plan next year school.
Good Conversationist fair At ease with strangers timid.
Like to lead no Co-operative yes Work accurate fair.

Home Conditions
Number of brothers 3 Number sisters 2 Parents own home no.
Financial status average Living conditions good.
Tent Information: 2, Girl 1, 15-3

Intelligence, Mental Age: Alpha, I.Q. 95.4, M.A. 14-7, Age Diff. -8 Percentile 48
Terman, I.Q. 89.4, M.A. 13-3, Age Diff. -1-7 Percentile 40.0.
Kuhlmann, I.Q. 86.9, M.A. 13-3, Age Diff. -2-0, I.Q. Average Five 91.3
Glick Scholastic, Score 73, Grade 8-8, Mental Age, Average Five 13-11

Personality Inventory, Bernreuter, Percentile
Neurotic Tendency 83, Self-sufficiency 83, Intro-Extroversion 96
Dominance-Submission 17, Confidence 67, Sociability 67
Thurstone Employment Clerical, Speed Accuracy Combined
Minnesota Vocational for Clerical Workers, Average Number, Name 50.
Detroit Mechanical Aptitude, Age Norm 14-1 M.A. 96.0 Letter C
McGuinnes Mechanical Ability, Letter Rating V.1, Percentile 7
Rogers Mathematical Ability Percentile 58, Rating 6th
Luria Language, Expectation of being in fraction, Percentile 47
School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure
Spelling E, Reading E, Arith E, Language E, History E, Geography E
Modern School Achievement, Grade 7, Achievement Median 6.2

Strong Vocational Interest Blank, Librarian C, Physician C,
Secretary C, Teacher of Mathematics and Physical Sciences C plus,
Nurse A, Stenographer-Secretary A, General Office Worker A.
Analysis.

Girl No. 2, I. Q. 91 (Alpha 95) Ratings, High school, Business and Clerical. Alpha score 84 (C plus), Rating Business and Clerical. Her scholastic aptitude, 8-8, is high in relation to her I. Q. (She had the lowest I. Q. of the 14 girls, but stood 8th. from the top in scholastic aptitude), mental age retarded 1-4. Mathematical and language ability average, one year retarded in achievement test, and school marks good for the 7th. but failed in the 8th., (too much outside work). Clerical ability low, and mechanical ability average. In Personality, she is somewhat neurotic, not very self-sufficient, introverted, submissive, self-conscious, and not social. In vocational Interest the significant ratings are A for nurse, stenographer-secretary and general office worker, which accord with the group business and clerical.

She wants to be a nurse, but the average alpha score for nurse is 99-110. If school achievement cannot be raised next year, nurse would be out of the question, with high school and three years of training necessary. Then business (sales) or clerical would be indicated.
General Information

No. 3. Sex Girl Grade 8 Age 14 Weight 54 Height 96

Physical Condition
Health: good Build: average Physical Defects: none
Eyesight: good Color blind: no Hearing: good Nutrition: good
Sense acuteness, Touch: good Taste: good Smell: good

Hereditary Background
Birthplace: New York Nationality of Father: German Mother: Irish
Occupation of Father: Hardware Store
Occupation of Mother: Housekeeper
Father's Nationality: Grandfather: German Grandmother: German
Occupation of Grandfather: Farmer Grandmother: Housewife
Mother's Nationality: Grandfather: Irish Grandmother: Dutch
Occupation of Grandfather: Farmer Grandmother: Housewife

Past History
Accidents: none Sickness: mumps, O. Pox, whooping cough
Jobs Held: clerk Undertakings: sewing & cooking

Present Activities and Interests
Work: clerk Recreations: dance
Clubs: 4-H Girl Scout Indoor: basketball, skate, checkers
Out-door Games: ball, tennis Handiwork: knitting, crochet, sewing
Read: little Preference: newspaper Kind: general

Have Travelled: much Like to travel: much For a living: no
Best studies: English Literature Plan next year: school
Good Conversationist: good At ease with strangers: quite
Like to lead: yes Co-operative: yes Work accurate: good

Home Conditions
Number of brothers: 1 Number sisters: 2 Parents own home: yes
Financial status: good Living conditions: good
Intelligence, Mental Age, Verbal (a) Total (c) Total (d) Alpha, I.Q. 107.0 M.A. 14-10 Ver. Diff. 41-0 Percentile 57.0
Kuhlmann, I.Q. 93.4 M.A. 13-0 Ver. Diff. 11 Percentile 101.1
Glick Scholastic, Score 82, Grade 10-5 Mental Age, Average 14-0
Personality Inventory, Bernreuter, Percentile 52
Neurotic Tendency 52 Self-sufficiency 58 Intro-Extroversion 64
Dominance-Submission 54 Confidence 62 Sociability 66
Thurstone Employment Clerical, Speed Accuracy Combined
Minnesota Vocational for Clerical Workers, Average Weight, Grade 66
Detroit Mechanical Aptitude, Age Norm 15-10 M.Q. 113 Better B
Macquarrie Mechanical Ability, Letter Rating Percentile 34
Rogers Mathematical Ability Percentile 88 Rating 9th Average
Luria Language, Expectation of being in the 2nd 13th Percentile 73
School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure
Spelling B Reading B Arith B Language B History B Geography B
Spelling B Reading B Arith B Language B History B Gen. Sci. B
Modern School Achievement, Grade 7, Achievement Median 7.5
Strong Vocational Interest Blank, Librarian C, Physician C,
Dentist C, Life Insurance Saleswoman C, Social Worker C, Teacher
of English C plus, Teacher of Social Sciences C, Lawyer C, Y.W.C.A.
Secretary C, Teacher of Mathematics and Physical Sciences C,
Lawyer C, Y.W.C.A. Secretary C, Teacher of Mathematics and Phy¬
sical Sciences C, Nurse B, Stenographer-Secretary A, General
Office Worker A.
Analysis.

Girl No. 3, I. Q. 101 (Alpha 107), Ratings, College, Business and Clerical. Alpha score 89 (C plus), Rating, Business and Clerical. Her scholastic aptitude is high (grade 10-5), mathematical ability percentile 88 and language ability percentile 73. Her achievement test was average, and her school marks were good. This would rate her as of college ability. Her clerical scores were average and her mechanical aptitude average to B. In Personality, she is not neurotic, self-sufficient, slightly introverted, of average dominance, slightly self-conscious, and of average sociability. In vocational Interest, she scored A for stenographer-secretary, and for general office worker, which interests check her rating for business and clerical.

Her choice of occupation is Beautician, which appears to be checked by her business rating and interest. This choice is aided by her general pleasing appearance and personality. She is financially able to go to college, or seek training as a Beautician.
No. 4. Sex Girl Grade A Height 5-2\frac{1}{2}" Weight 96 lbs

General Information

Physical Condition
Health good Build average Physical Defects none
Eyesight good Color blind no Hearing good Nutrition good
Sense acuteness, Touch good Taste good Smell good

Hereditary Background

Birthplace No. Nationality of Father American Mother American
Occupation of Father Salesman of Mother Bookkeeper
Father’s: Nationality Grandfather American Grandmother American
Occupation of Grandfather Farmer Grandmother Housewife
Mother’s: Nationality Grandfather American Grandmother American
Occupation of Grandfather Engineer Grandmother Housewife

Past History
Accidents none Sickness Whooping cough Scarlet fever, C. Pox

Jobs Held clerking Undertakings sewing, cooking

Present Activities and Interests
Work housework Recreation skating, swimming, drawing
Clubs Girl Scouts Indoor games cards skating ping pong
Out-door games tennis Handiwork bead work
Read little Preference magazines Kind adventure
Have Travelled much Like to travel much For a living no
Best studies drawing singing history Plan next year’s school
Good Conversationist good At ease with strangers yes
Like to lead yes Co-operative yes Work accurate good

Home Conditions

Number of brothers 0 Number sisters 1 Parents own home yes
Financial status average Living conditions good
Intelligence, Mental Age 16.6, Mental Age Diff. 22, I.Q. 85.0

Terman, I.Q. 113.5, A. 15.5, Mental Age Diff. 41, Terman Mill 76

Kuhlmann, I.Q. 100.6 N.A. 13-8 Age Diff. 11, I.Q. Average 114.0

Glick Scholastic Score, Grade 8-5 Mental Age, Age 15-6

Personality Inventory, Constructor, Percentile

Neurotic Tendency 26, Self-sufficiency 22, Intro-Extroversion 38

Dominance-Submission 52, Confidence 47, Sociability 3

Thurstone Employment Clerical, Speed D Accuracy D Combined E

Minnesota Vocational for Clerical Workers, Wm. H. Becker, M.A. 1949

Detroit Mechanical Aptitude, Age Norm 15-6 Y.A. 112.0 Letter B

MacGuirio Mechanical Ability, Letter Rating A Percentile 45

Rogers Mathematical Ability Percentile 89 Rating (7th) Average

Luria Language, Expectation of being in 3rd tenth 16%, Percentile 69

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Spelling E Reading E Arith G Language G History E Geography E

Spelling E Reading E Arith G Language E History E Gen. Sci. E

Modern School Achievement, Grade 7, Ability near Median 7.0

Analysis.

Girl No. 4, I. Q. 114 (Alpha 122), Ratings, College, Professional. Alpha score 113 (B), Rating, Professions. Her scholastic aptitude is average, mathematical ability percentile 89, language ability percentile 69, achievement test average and school marks excellent. These ratings are of college ability. Her clerical scores are inferior and her mechanical ability is average to B. In Personality, she is not neurotic, not self-sufficient, is extroverted, of average dominance, of average self-confidence and real sociable. In vocational Interest, she has no A ratings, but B plus in stenographer-secretary, B in librarian and general office worker.

Her choice of occupation is Artist. There was no interest score for artist, but the score for librarian correlates highly with artist, so the B rating would seem to check her choice of occupation. She is financially able to go to an art school.
General Information

No. 5. Sex Girl Grade 8 Age 12 Built 5-4 of 126-

Physical Condition
Health Good Build average Physical Defects none
Eyesight week Color blind no Hearing good Nutrition good
Sense acuteness, Touch good Taste good Smell good

Hereditary Background
Birthplace Tennessee Nationality of Father Scotch Mother Scotch
Occupation of Father Farmer of Mother Housewife
Father's: Nationality Grandfather Scotch Grandmother Irish
Occupation of Grandfather express agent Grandmother housewife
Mother's: Nationality Grandfather Scotch Grandmother Irish
Occupation of Grandfather mechanic Grandmother housewife

Past History
Accidents none Sickness none
Jobs Held knitting Undertakings housekeeping

Present Activities and Interests
Work none Recreations swimming, hiking clubs
Clubs Girl Scout 4-H Indoor games cards, monopoly checkers
Out-door games baseball Handiwork sewing, knitting
Read much Preference books, magazines, kind mystery, adventure
Have Travelled much Like to travel yes For a living no
Best studies Spelling Eng. History Plan next year school
Good Conversationist yes At ease with strangers yes
Like to lead yes Co-operative yes Work accurate yes

Home Conditions
Number of brothers 1 Number sisters 0 Parents own home yes
Financial status average Living conditions good
Intelligence, Mental Age, Age Diff. 15-1.

- Terman, I.Q. 113.5, A. 14-6, Age Diff. 41-10, Vars Mill 57.
- Kuhlmann, I.Q. 128.3, M.A. 16-3, Age Diff. 43-7, I.Q. Average 118.7.
- Glick, Scholastic, Grade 76, Grade 9-3, Mental Age 15-1, Average 15-1.

Personality Inventory, Bernruche, Percentile.

Neurotic Tendency 81, Self-sufficiency 24, Intro-Extroversion 93.

Dominance-Submission 19, Confidence 66, Sociability 52.

Thurstone Employment Clerical, Speed 4, Accuracy 5, Combined 8.

Minnesota Vocational for Clerical Workers, Average Number, Mean 61.

Detroit Mechanical Aptitude, Age Norm 14-7, I.Q. 113.5, Letter B.


Luria Language, Expectation of being in 3rd Decent 7th, Percentile 51.

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure.


Modern School Achievement, Grade 7, Achievement Median 7.1.

Analysis.

Girl No. 5, I. Q. 118, Ratings, College, Business and Clerical. Alpha score 93 (C plus), Rating, Business and Clerical. Her scholastic aptitude is advanced (9-3), mental age plus 2-3, mathematical ability percentile 40, and language ability percentile 51, achievement test slightly retarded and school marks good. These findings show college ability. Her clerical scores are inferior, and her mechanical aptitude from low to B. In Personality, she is somewhat neurotic, not self-sufficient, introverted, submissive, self-conscious, and of average sociability. In vocational Interests, she rated A for both stenographer and general office worker, and B plus for nurse.

Her choice of occupation is nurse, which seems to be checked by her intelligence, achievements and by her interest. She is financially able to seek training after high school.
General Information

No. 6. Sex—girl  Grade—8   Age—14   Height—5' 4½  Weight—129

Physical Condition

Health—good  Build—sturdy  Physical Defects—none

Eyesight—good  Color blind—none  Hearing—good  Nutrition—good

Sense acuteness, Touch—good  Taste—good  Smell—good

Hereditary Background

Birthplace—Fla.  Nationality of Father—American  Mother—American

Occupation of Father—bookkeeper  of Mother—none

Father's Nationality—Grandfather—Irish  Grandmother—American

Occupation of Grandfather—Farmer  Grandmother—none

Mother's Nationality—Grandfather—French  Grandmother—American

Occupation of Grandfather—Farmer  Grandmother—none

Past History

Accidents—none  Sickness—mumps, scarlet fever, C. Fox

Jobs Held—none  Undertakings—sewing, cooking

Present Activities and Interests

Work—house work  Recreations—swimming, hiking, camping

Clubs—4-H, Girl Scouts  Indoor—cards, checkers, monopoly

Out-door—baseball, tennis, Handiwork, sewing, cooking

Read—much  Preference—books, magazines, and mystery, adventure

Have Travelled—some  Like to travel—much  For a living—no

Best studies—Math, History, English  Plan next year—school

Good Conversationist—good  At ease with strangers—quite

Like to lead—yes  Co-operative—yes  Work accurate—excellent

Home Conditions

Number of brothers—2  Number sisters—1  Parents own home—yes

Financial status—good  Living conditions—good
Intelligence: Mental Age 6, Mental F. 6, I. Q. 97.0

Neurotic Tendency: 45
Self-sufficiency: 37
Intro-Extroversion: 48

Thurstone Employment: Clerical, Specific Accuracy: 3 Combined: 3
Minnesota Vocational: Clerical Workers, Average: Higher, I.Q. 57

Detroit Mechanical Aptitude: Age Norm 16-11, A. 136, Letter A
MacQuarrie Mechanical Ability: Letter Rating: Y, H, Percentile: 95

Rogers Mathematical Ability: Percentile 90, Rating (9th), Superior

Luria Language: Expectation of being in 1st: 15%, Percentile 85

School Marks, Grades 7 & 8: E Excellent, G Good, F Fair, U Failure


Modern School Achievement: Grade 7, Achievement Median: 7.6

Analysis.

Girl No.6, I.Q.119 (Alpha 129) Ratings, College, Professions. Alpha score 136, Rating, Professions. Her scholastic aptitude is very high (grade 12), mathematical ability percentile 90, language ability percentile 85, achievement test average, and school marks good to excellent, and mental age is plus 2-8. These indications rank college ability. Her clerical scores are average and her mechanical ability percentile 85 in MacQuarrie and A in Detroit. In Personality, she is not neurotic, fairly self-sufficient, neither extroverted or introverted, of average dominance, of average self-confidence, and sociable. In vocational Interest, she scored A in stenographer and office worker, but did not score high in the other occupations.

Her choice of occupation is Teacher; her high aptitudes and abilities, her achievements and her well balanced personality seem to agree with this vocation. The interest rating for this occupation may develop later. She has done some helping of the teachers in the lower grades and has been very successful at this, and also is a good office helper. She is financially able to go to college.

Physical Condition


Heredity Background


Occupation of Father: Merchant. Occupation of Mother: Housewife.


Past History


Present Activities and Interests

Work: house work. Recreations: swimming, piano.

Clubs: Scouts, Glee Club. Indoorimes: monopoly, checkers.


Have Traveled: much. Like to travel: some. For a living: no.


Good Conversationist: good. At ease with strangers: timid.


Home Conditions

Number of brothers: 0. Number sisters: 0. Parents own home: no.

Test Intelligence: 7.7  Girl 
Intelligence, Mental Age (7) 10.4
Alpha, I.Q. 128.1 N.A. 15-11 Age Diff. 43-7  Percentile 75.0
Terman, I.Q. 121.6 N.A. 15-1 Age Diff. 42-9  Percentile 68
Kuhlmann, I.Q. 106.1 N.A. 13-1 Age Diff. 49 I.Q.  Percentile 121.1
Glick Scholastic, Score 76 Grade 9-3 Mental Age, Average 15-0

Personality Inventory, Form X, Percentile

Neurotic Tendency 85  Self-sufficiency 15  Intro-extroversion 97
Dominance-Submission 9  Confidence 91  Sociability 49
Thurstone Employment Clerical, Speedy Accuracy 8 Combined
Minnesota Vocational for Clerical Workers, Average Numerical
Detroit Mechanical Aptitude Age Norm 11.5 N.A. 91.3 Letter C
Macquarie Mechanical Ability, Letter Rating Percentile 19
Rogers Mathematical Ability Percentile 82 Rating (5th) Average
Luria Language, Expectation of being in 3rd tenth Percentile 71
School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure
Spelling E Reading E Arith E Language E History E Geography E
Spelling E Reading E Arith E Language E History E Geol. Sci. E
Modern School Achievement, Grade 7, Achievement Median 7.5

Strong Vocational Interest Blank, Librarian B-, Physician C,
Dentist C, Life Insurance Saleswoman C, Social Worker C,
Teacher of English C plus, Teacher of Social Sciences C,
Lawyer C, Y.W.C.A. Secretary C, Teacher of Mathematics and
Physical Sciences C, Nurse B, Stenographer-Secretary B, A,
General Office Worker X, B.
Analysis

Girl No. 7, I. Q. 121 (Alpha 12c), ratings, College, Professions. Alpha score, 103 (C plus), Business and Clerical. Her scholastic aptitude is 9-3, mathematical ability percentile 82, and language ability percentile 1, her achievement test was average and her school marks excellent, and her mental age is plus 2-6. These indications rate her as of college ability. Her clerical scores were average and her mechanical ability from low to average. In Personality, she tends to be neurotic, is not self-sufficient, is highly introverted, is not dominant, is self-conscious and of average sociability. In vocational interest, she scored A in stenography and as secretary, and B plus in general office worker, and B in nurse.

Her choice of occupations is Teacher and her intelligence, aptitudes, abilities and achievements seem to show that this is possible, even though the interest rating is not high. Her personality seems to be better suited as a grade teacher, and she is financially able to go to college. Should teaching not develop, it would seem that she should rank well in business.
<table>
<thead>
<tr>
<th>Physical Condition</th>
<th>Health</th>
<th>fair</th>
<th>Build</th>
<th>average</th>
<th>Physical Defects</th>
<th>none</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eyesight</td>
<td>good</td>
<td></td>
<td>Color blind</td>
<td>no</td>
<td>Hearing</td>
<td>good</td>
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<tr>
<td>Sense acuteness, Touch</td>
<td>good</td>
<td>Taste</td>
<td>good</td>
<td>Smell</td>
<td>good</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hereditary Background</th>
<th>Birthplace</th>
<th>N. Y.</th>
<th>Nationality of Father</th>
<th>Jewish</th>
<th>Mother</th>
<th>Jewish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation of Father</td>
<td>Merchant</td>
<td>of Mother</td>
<td>Housewife</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father's Nationality</td>
<td>Jewish</td>
<td>Grandfather</td>
<td>Jewish</td>
<td>Grandmother</td>
<td>Jewish</td>
<td></td>
</tr>
<tr>
<td>Occupation of Grandfather</td>
<td>Merchant</td>
<td>of Grandmother</td>
<td>Housewife</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother's Nationality</td>
<td>Jewish</td>
<td>Grandfather</td>
<td>Jewish</td>
<td>Grandmother</td>
<td>Jewish</td>
<td></td>
</tr>
<tr>
<td>Occupation of Grandfather</td>
<td>Merchant</td>
<td>of Grandmother</td>
<td>Housewife</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past History</th>
<th>Accidents</th>
<th>none</th>
<th>Sickness</th>
<th>measles</th>
<th>Flu</th>
<th>Pneumonia</th>
<th>removal of tonsil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jobs Held</td>
<td>clerk</td>
<td>Undertakings</td>
<td>housekeeping</td>
<td></td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Present Activities and Interests</th>
<th>Work</th>
<th>clerk</th>
<th>Recreations</th>
<th>skating, movies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clubs</td>
<td>none</td>
<td></td>
<td></td>
<td>skating, ping-pong</td>
</tr>
<tr>
<td>Outdoor games</td>
<td>swimming</td>
<td>skating</td>
<td>Handiwork</td>
<td>selling</td>
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<table>
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<tr>
<th>Read</th>
<th>no</th>
<th>Preference</th>
<th>comics</th>
<th>Kind</th>
<th>novels</th>
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</thead>
<tbody>
<tr>
<td>Have Travelled</td>
<td>yes</td>
<td>Like to travel</td>
<td>yes</td>
<td>For a living</td>
<td>yes</td>
</tr>
<tr>
<td>Best studies</td>
<td>spelling &amp; Math</td>
<td>Plan next year</td>
<td>school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Conversationist</td>
<td>yes</td>
<td>At ease with strangers</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like to lead</td>
<td>yes</td>
<td>Co-operative</td>
<td>yes</td>
<td>Work accurate</td>
<td>yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Conditions</th>
<th>Number of brothers</th>
<th>1</th>
<th>Number sisters</th>
<th>1</th>
<th>Parents own home</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial status</td>
<td>average living conditions</td>
<td>good</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Total Intelligence - 80

Intelligence, Mental Age, and Mental Development: Alpha, I.Q. 115.6, M.A. 15.1, MQ. D.I.Q. 43.1, Percentile 61.


Glick Scholastic, Score 57, Grade 7, Mental Age, Average 14.6.

Personality Inventory, Introversion 26, Extraversion 77.

Neurotic Tendency 28, Self-sufficiency 72.

Dominance-Submission 21, Sociability 58.

Thurstone Employment Clerical, Speed Accuracy Combined 0.

Minnesota Vocational for Clerical Workers, Average 17.4.

Detroit Mechanical Aptitude, Age Norm 14.0, M.A. 106.7.

Macquarie Mechanical Ability, Letter Rating Percentile 36.

Rogers Mathematical Ability Percentile 75, Rating 5th, Average 3rd.

Luria Language, Expectation of being in Tenth 16th Percentile 71.

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure.

Spelling - Reading - Arithmetic - Language - History - Geography -
Spelling 4, Reading E, Arithmetic E, Language G, History E, General Science E.

Modern School Achievement, Grade 7, Achievement Median - - - - - - - - - - - -

Strong Vocational Interest Blank, Librarian C, Physician C,
Dentist C, Life Insurance Saleswoman B-, Social Worker C,
Teacher of English C, Teacher of Social Sciences C, Lawyer B-,
Y.W.C.A. Secretary C, Teacher of Mathematics and Physical Sciences
C, Nurse B-, Stenographer-Secretary A, General Office Worker A.
Analysis.

Girl No. 8, I. Q. 113 (Alpha I I Q), Ratings, College, Business and Clerical. Alpha score 92 (6 plus), Rating Business and Clerical. Her scholastic aptitude is low (Grade 7-), mathematical ability percentile 17, language ability percentile 11, no achievement test, first year at Bello Glade), school marks good to excellent, and her mental age is plus 1-0. These indications rank college ability. Her clerical scores are average, and her mechanical ability is 34 percentile in the MacQuarrie and average in the Detroit. In Personality, she is not neurotic, is self-confident, self-sufficient, is extroverted, dominant and of average sociability. In vocational interest, she scored A in Stenographer-Secretary and general office worker; and she scored B- in Life Insurance Saleswoman, Lawyer and Nurse, occupations which have public contact.

Her choice of occupations is Beautician, which seems to be checked by her occupational group and by her interest ratings in vocations having contact with the public. She has had experience in retail selling. She has a pleasing personality which is an asset in the occupation she desires, and is financially able to obtain training.
General Information

No. 2. Sex Girl Grade 8 Age 14 Height 5-3 Right Hand 98

Physical Condition

Health good Build average Physical Defects none

Eyesight good Color blind no Hearing good Nutrition good

Sense acuteness, Touch good Taste good Smell good

Hereditary Background

Birthplace Pennsylvania Nationality of Father American Mother American

Occupation of Father Musician of Mother Housekeeper

Father's: Nationality Grandfather Irish Grandmother Irish

Occupation of Grandfather Driller Grandmother Housekeeper

Mother's: Nationality Grandfather German Grandmother German

Occupation of Grandfather Farmer Grandmother Housewife

Past History

Accidents none Sickness children's diseases

Jobs Held none Undertakings sewing

Present Activities and Interests

Work house work Recreations swimming, tennis

Clubs Girl Scouts Indoor games bingo, Ping Pong

Out-door games baseball Handiwork sewing

Read some Preference books Kind adventure

Have Travelled much Like to travel much For a living no

Best studies Spelling, Eng., Math. Plan next year school

Good Conversationist good At ease with strangers timid

Like to lead yes Co-operative yes Work accurate fair

Home Conditions

Number of brothers 2 Number sisters 1 Parents own home yes

Financial status average Living conditions average
Part I Information

-9- Girl 14-1

Intelligence, Mental Alpha, I.Q. 101.5 W.A. 14-1 1st Diff. 43 2nd Diff. 43

Terman, I.Q. 94.4 W.A. 13-4 3rd Diff. 69 4th Diff. 32

Kuhlmann, I.Q. 100.0 W.A. 14-1 4th Diff. 0 5th Diff. 53 6th Diff. 98.3

Glick Scholastic Score 59 Grade 7-1 Mont 1 Att. Ave. 18-11

Personality Inventory, Barruster, Normal

Neurotic Tendency 5 Self-sufficiency 64 Intro-Extroversion 4

Dominance-Submission 69 Confidence 9 Sociability 13

Thurstone Employment Clerical, Speed Accuracy Combined

Minnesota Vocational for Clerical Workers, Average Worker, June 71

Detroit Mechanical Aptitude, Age Norm 16-1 W.A. 113.5 Letter A

Michigan Mechanical Ability, Letter Rating H Percentile 79

Rogers Mathematical Ability Percentile 54 Rating (9th) Inferior

Luria Language, Expectation of being in 3rd month 75 Percentile 51

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Spelling G Reading G Arith G Language G History G Geography G

Spelling E Reading F Arith F Language H History G Gen. Sci. G

Modern School Achievement, Grade 7, Achievement Median 6.3

Strong Vocational Interest Blank, Librarian B-, Physician C,

Dentist C plus, Life Insurance Saleswoman C, Social Worker 6,

Teacher of English C, Teacher of Social Sciences C, Lawyer C plus,

Y.W.C.A. Secretary C, Teacher of Mathematics and Physical Sciences

C plus, Nurse B, Stenographer-Secretary A, General Office Worker

B plus.
Analysis.

Girl No. 9, I. Q. 90 (Alpha 102), Ratings, High School, Business and Clerical. Alpha score 81 (C plus), Rating, Business and Clerical. Her scholastic aptitude is low (7-1), mathematical ability percentile 54, language ability percentile 51, achievement test retarded 1-3, school marks fair to good, and mental age retarded two months, about average for all indications and showing high school ability. Her clerical scores are inferior in the Thurstone and high in the Minnesota and her mechanical ability is high. In Personality, she is not at all neurotic, is self-sufficient, is extroverted, highly dominant, self-confident, and real sociable. In vocational interest, she scored A in Stenographer-Secretary and B plus in general office worker, and B in Nurse.

Her choice of occupations is dancing and she has given some public performances in dancing. With her group, of Business and Clerical, and the above ratings, and the necessity for self-support during the acquiring of a training, it would seem that the following of the business and clerical, at least temporarily, would be indicated.
General Information

No. 10  Sex girl  Grade 8  Age 14  Height 4 ft. 11 in.  Weigh 76 lbs.

Physical Condition

Health good  Build average  Physical Defects none
Eyesight good  Color blind no  Hearing good  Nutrition good
Senses acuteness, Touch good  Taste good  Smell good

Hereditary Background

Birthplace Wis.  Nationality of Father American  Mother American
Occupation of Father Civil Engineer  of Mother Housewife
Father's Nationality Grandfather American  Grandmother American
Occupation of Grandfather Owner of Hardware  Grandmother Housewife
Mother's Nationality Grandfather American  Grandmother American
Occupation of Grandfather City garage  Grandmother Housewife

Past History

Accidents arm misplaced  Sickness, measles, whooping cough
Jobs Held none  Undertakings, sewing, cooking

Present Activity and Interests

Work Housework  Recreation, take pictures, skating
Clubs Safety, Girl Scout  Interests, as tennis, monopoly
Outdoor games tennis, baseball, handiwork  cooking, sewing, piano
Read much  Preference books, magazine, and adventure, history
Have travelled much  Like to travel much  For a living, no
Best studies Home Ec., Science, Eng.  Plan next year school
Good Conversationist good  At ease with strangers, timid
Like to lead yes  Co-operative yes  Work accurate good

Home Conditions

Number of brothers 1  Number sisters 1  Parents own home, yes
Financial status average  Living conditions good
Test Information: T 10, Girl 1, 4-13-10

Intelligence: Mental Age (MA) 15-8, Mental Advantage (MA - CA) 1-4. Percentile 63.


Average: 106.0

Glick Scholastic, Score 70. Grade 9-7, Mental Age A. Average: 14-8

Personality Inventory, Bernreuter, Percentile

Neurotic Tendency 58, Self-sufficiency 69, Intro-Extroversion 40,

Dominance-Submission 62, Confidence 42, Sociability 34.

Thurstone Employment Clerical, Speed 8, Accuracy 8, Combined 8

Minnesota Vocational for Clerical Workers, Average: Female, June 53.

Detroit Mechanical Aptitude, Age Norm 15-4, M.A. 109.5, Letter C.

Mac Harris Mechanical Ability, Letter Rating 1, Percentile 19.

Rogers Mathematical Ability, Percentile 76, Letter Rating 9th, Average 3rd.

Luria Language, Expectation of being in the tenth 3rd, Percentile 63.

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure.

Spelling E, Reading E, Arith G, Language E, History G, Geography E.

Spelling E, Reading E, Arith F, Language E, History E, Ge., Gen. Sci. G.

Modern School Achievement, Grade 7, Achievement Median 8.1.

Strong Vocational Interest Blank, Librarian B, Physician C,
Dentist C plus, Life Insurance Saleswoman C, Social Worker C,
Teacher of English C, Teacher of Social Sciences C, Lawyer C,
Y.W.C.A. Secretary C, Teacher of Mathematics and Physical Sciences C, Nurse B-, Stenographer-Secretary A, General Office Worker A.
Analysis.

Girl No. 10, I. Q. 100 (Alpha 100), Ratings, College, Business and Clerical. Alpha score 83 (C plus), rating, Business and Clerical. Her scholastic aptitude is high (9-7), mathematical ability percentile 76, language ability percentile 63, achievement test advanced seven months, school marks mostly excellent, and mental age plus 10 months. Her I. Q. rating would indicate college and her alpha score, higher business and clerical. Her clerical scores are better than average, and her mechanical ability low to average. In Personality, she is not neurotic, is self-sufficient, somewhat extroverted, fairly dominant, self-confident and social. In vocational interest, she scored A in Stenographer-Secretary and general office worker, and B in Librarian.

She has indicated Musician as her choice of occupations, and this seems to check with her group rating, median for Musician in Alpha scores being 64. She is financially able to undertake further study after high school and further testing in regard to music would seem advisable.
General Information

No. 11  Sex  Girl  Grade 6  Age 14  Build  5-6  Vol.  117

Physical Condition

Health: good  Build: medium  Physical Defects: none
Eyesight: fair  Color blind: no  Hearing: good  Nutrition: good
Sense acuteness, Touch: good  Taste: good  Smell: good

Hereditary Background

Birthplace: Fla.  Nationality of Father: American  Mother: American
Occupation of Father: Salesman  of Mother: Housewife
Father's: Nationality Grandfather: American  Grandmother: American
Occupation of Grandfather: Merchant  Grandmother: Housewife
Mother's: Nationality Grandfather: American  Grandmother: American
Occupation of Grandfather: Merchant  Grandmother: Housewife

Past History

Accidents: car turned over  Sickness: measles, sore eyes
Jobs Held: none  Undertakings: none

Present Activities and Interests

Work: clerk  Recreations: baseball, swimming, basketball
Clubs: 4-H, Glee Club  Indoor games: none
Out-door games: baseball  Handiwork: none
Read: yes  Preference: novels  Kind: mystery
Have Travelled: yes  Like to travel: yes  For a living: no
Best studies: History  Plan next year: school
Good Conversationist: yes  At ease with strangers: yes
Like to lead: no  Co-operative: yes  Work accurate: no

Home Conditions

Number of brothers: 2  Number sisters: 1  Parents own home: no
Financial status: fair  Living conditions: fair
Intelligence: Mental Age 14.11 Age Diff. 49.3 Raw Mill. 57

Personality Inventory, Bernructor, T profile:
- Neurotic Tendency: 4
- Self-sufficiency: 74
- Intro-Extroversion: 4

Thurstone Employment Clerical, Speed Accuracy Combined

Minnesota Vocational for Clerical Workers, Average Normal: 49

Detroit Mechanical Aptitude, Age Norm: 12-6 1.0 87.8 Letter C-

Magnarrie Mechanical Ability, Letter Rating: C Percentile: 61

Rogers Mathematical Ability Percentile: 72 Rating: 9th Average

Luria Language, Expectation of being in 10th: 13% Percentile: 60

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure


Modern School Achievement, Grade 7, Achievement Median: 7.0

Analysis.

Girl No. 11, I.Q. 101, (Alpha 100), Ratings, High School, Business and Clerical. Alpha score 80 (C plus), Rating Business and Clerical. Her scholastic aptitude is low (less than 7th grade), her mathematical ability percentile is 72, and her language ability percentile is 60, achievement test six months retarded, mental age plus two months, and school marks failing to fair in the 6th. (promoted to the 6th. on trial), but failed the 6th. the first year, and just passed the second year. These ratings indicate that this pupil does not achieve in accordance with her mental ability, according to which she should be able to succeed in high school. Her clerical ratings were average and her mechanical ability was average. In Personality, she is not at all neurotic, is self-sufficient, extroverted, highly dominant, self-confident and sociable. In vocational interest, her highest rating was a B in Librarian, and B- in Physician, Stenographer-Secretary, and general office worker.

Her choice of occupations is Beautician. This would seem to check, high school and further training, which she is financially able to have, and to be in line with business and clerical and her pleasing personality.
Caco Study

General Information

No. 12 Sex Girl Grade 8 Age 13 Height 5-2 Weight 92

Physical Condition

Healthfair Build slender Physical Defects none
Eyesight good Color blind no Hearing good Nutrition good
Sense acuteness, Touch good Taste good Smell good

Hereditary Background

Birthplace Fla. Nationality of Father American Mother American
Occupation of Father Truckdriver of Mother clerk
Father's Nationality Grandfather American Grandmother American
Occupation of Grandfather Farmer Grandmother Housewife
Mother's Nationality Grandfather American Grandmother American
Occupation of Grandfather Farmer Grandmother Housewife

Past History

Accidents none Sickness malaria, measles, C. Pox
Jobs Held clerk Undertakings sewing cooking

Present Activities and Interests

Work clerk Recreations parties swimming hikes
Clubs Girl Scout 4-H Indoor games Monopoly checkers basketball
Out-door games baseball basketball badminton work sewing

Read much Preference books magazines kind mystery adventure wild west
Have Travelled some. Like to travel much For a living yes

Best studies History Math. Plan next year school
Good Conversationist good At ease with strangers quite
Like to lead yes Co-operative yes Work accurate good

Home Conditions

Number of brothers 0 Number sisters 1 Parents own home no
Financial status average Living conditions good
Intelligence, Mental 129

Alpha, I.Q. 127.8 M.A. 16-1 Age Diff. 43-7 Percentile 84.0
Torman, I.Q. 116.0 M.A. 14-10 Age Diff. 42-1 Percentile 74
Kuhlmann, I.Q. 110.4 M.A. 14-1 Age Diff. 41-1 Percentile 74

Glick Scholastic, Score 98, Grade 12, Mental AGE, Mental AGE 15-3

Personality Inventory, Summation, Percentile

Neurotic Tendency 54 Self-sufficiency 24 Intro-Extroversion 52
Dominance-Submission 27 Conscience 54 Sociability 19

Thurstone Employment Clerical, Speed Accuracy Combined D

Minnesota Vocational for Clerical Workers, Average Worker, Same

Detroit Mechanical Aptitude, Age Norm. 16-8 M.A.Q. 129.0 Letter A

MacQuarrie Mechanical Ability, Letter Rating A Percentile 50

Rogers Mathematical Ability Percentile Rating (9th) Average

Luria Language, Expectation of being in twentieth Percentile 83

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Spelling E Reading E Arith G Language E History E Geography E
Spelling E Reading E Arith E Language G History E Gen. Sci. E

Modern School Achievement, Grade 7. Achievement Median 7.2

Strong Vocational Interest Blank, Librarian C, Physician C,
Dentist C, Life Insurance Saleswoman C plus, Social Worker C
plus, Teacher of English C, Teacher of Social Sciences C,
Lawyer C plus, Y.W.C.A. Secretary B, Teacher of Mathematics and
Physical Sciences C, Nurse A, Stenographer-Secretary A, General
Office Worker A.
Analysis.

Girl No. 12, I.Q. 116, Ratings, College, Professions.

Alpha score 131 (B), Professions. Her scholastic aptitude is high (grade 12), her mathematical ability percentile is 90, language ability percentile is 63, achievement test slightly retarded, school marks excellent and mental age plus 2-7.

These are college ratings. Her clerical scores were average, but her mechanical ability was from average to high. In Personality, she is as neurotic as the average, not self-sufficient, is not introverted, or extroverted, of less than average dominance, of average self-confidence, and sociable. In vocational interest, her three A's in Nurse, Stenographer-Secretary, and general office worker were the highest of the scores of the girls, and a B in I. W. U. A. Secretary.

Her choice of occupation is Secretary, and it would seem, that with the high scholastic ability and attainments, and her high vocational interest ratings, that this would be indicated, and indicated through college work rather than just commercial studies after high school. She is financially able to go to college.
J. Ca-

Ko

Sex

Ksf. 

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el

EB

fr

Physical Condition

Health

Build

Eyesight

Color blind

Hearing

Nutrition

Sense acuteness, Touch

Taste

Smell

Hereditary Background

Birthplace

Pa.

Nationality of Father

Dutch

Mother

Irish

Occupation of Father

Farmer

of Mother

Housewife

Father's Nationality

Grandfather

Dutch

Grandmother

German

Occupation of Grandfather

Flour Miller

Grandmother

Housewife

Mother's Nationality

Grandfather

Irish

Grandmother

German

Occupation of Grandfather

dentist

Grandmother

Housewife

Past History

1 broken arm

Accidents

2 auto

Blisters

Jobs Held

clerk in store

Undertakings

sewing

Present Activities and Interests

Work

clerk

Recreation

stamp collecting

Clubs

4-H

Girl Scout

Tennis

table tennis

Out-door games

swimming

Handicraft

sewing

Read

much

Preference

magazines

news

coming

Have Travelled

much

Like to travel

much

For a living

yes

Best studies

Math.

Science

Plan

next year

school

Good Conversationist

yes

At ease with strangers

quite

Like to lead

yes

Co-operative

yes

Work accurate

fair

Home Conditions

Number of brothers

3

Number sisters

0

Parents own home

Financial status

average

Living conditions

average
Intelligence, Mental Age, Age商, I.Q. 116.5, Diff. 42 - 3, Percentile 78

Terman, I.Q. 110.5, A. 15 - 1, Diff. 41 - 5, Percentile 69

Kuhlmann, I.Q. 93.9, A. 12 - 10, Diff. -10 - I., Average 109.6

Glick Scholastic Score 76, Grade 9 - 4, Mental Age, Average 15 - 0

Personality Inventory, Construct r, Percentile 78

Neurotic Tendency 7, Self-sufficiency 73, Intro-Extroversion 8

Dominance-Submission 68, Conscientiousness 10, Sociability 30

Thurstone Employment Clerical, Speed Accuracy Combined

Minnesota Vocational for Clerical Workers, Average Power, Max. 49.

Detroit Mechanical Aptitude, Age Norm 15 - 11, A.Q. 115, Letter A

Macquarrie Mechanical Ability, Letter Rating A, Percentile 50

Rogers Mathematical Ability Percentile 44, Rating (5th) Inferior

Luria Language, Expectation of being in 3rd tenth, Percentile 47

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Spelling F, Reading F, Arithmetic F, Language G, History G, Geography G

Spelling F, Reading U, Arithmetic G, Language U, History U, General Science F

Modern School Achievement, Grade 7, Achievement Median 7.3

Strong Vocational Interest Blank, Librarian B-, Physician B plus

Dentist C plus, Life Insurance Saleswoman C, Social Worker C

Teacher of English C, Teacher of Social Sciences C, Lawyer C

Y.W.C.A. Secretary C, Teacher of Mathematics and Physical Sciences C, Nurse C, Stenographer-Secretary B-, General Office Worker B.
Analysis.

Girl No. 13, I.Q. 110 (Alpha 117), Ratings, College?, Business and Clerical. Alpha score 105 (C plus), Rating, Business and Clerical. Her scholastic aptitude is above average (9-4), her mathematical ability percentile is 44, her language ability percentile is 47, achievement test average, school marks fair to good in the 7th. grade and failing in the 8th. grade, with a mental age of plus 1-4. These ratings indicate that this pupil does not achieve in accordance with her mental ability, which should, according to I. Q., be of College ability. Her clerical scores were below average and her mechanical ability average to A. In Personality she is not at all neurotic, is self-sufficient, extroverted, very dominant, self-confident and sociable. In vocational Interests, she does not have very highly developed interests, highest being B in general office worker, and B- in Stenographer-Secretary and Librarian.

Her choice of occupation is teacher, and it would seem that in view of the above record, that better achievement results would have to be obtained in high school, to be able to go to college. If such results were not obtained, high school would probably be the limit, with perhaps business training indicated after high school.
General Information
No. 14 Sex girl Grade 8 Age 13 Height 5'2" Weight 1150

Physical Condition
Health good Build sturdy Physical Defects none
Eyesight good Color blind no Hearing good Nutrition well
Sense acuteness, Touch good Taste fair Smell good

Hereditary Background
Birthplace N. J. Nationality of Father Hungarian Mother German
Occupation of Father Baker of Mother Housewife
Father's Nationality Grandfather German Grandmother German
Occupation of Grandfather merchant Grandmother Housewife
Mother's Nationality Grandfather German Sister German
Occupation of Grandfather builder Grandmother Housewife

Past History
Accidents none Sickness tonsils out, measles
Jobs Held paper girl Undertakings made dresses, hut

Present Activities and Interests
Work paper girl, house, Department photography, skating, camping
Clubs Girl Scout, 4-H Indoor and outdoor basketball
Out-door games baseball, diamond Handiwork sewing
Read some Preference books magazines mystery
Have Travelled much Like to travel some For a living no

Best studies Math, Science Plan next year school
Good Conversationist fair At ease with strangers quite
Like to lead yes Co-operative yes Work accurate good

Home Conditions
Number of brothers 2 Number sisters 1 Parents own home no
Financial status average Living conditions average
Tort Information No. 14

Intelligence, Male, 14, Score 119.7 Letter A

Alpha, I.Q. 121.2  T.A. 16-4  A.G. Diff. 42-11  Percentile 84

Terman, I.Q. 112.5  T.A. 15-0  A.G. Diff. 41-7  Percentile 67

Kuhlmann, I.Q. 117.4  T.A. 15-9  A.G. Diff. 42-4  I.Q. Average 116.5

Glick Scholastic, Score 86, Grade 12, Mental 1.2, Motor 1.5, 15-8

Personality Inventory, Femmater, 1940:

Neurotic Tendency 37  Self-sufficiency 28  Intro-Extroversion 40

Dominance-Submission 76  Confidence 46  Sociability 17

Thurstone Employment Clerical, Speed 0, Accuracy 4, Combined 9

Minnesota Vocational for Clerical Workers, Average: Woman, Type 50

Detroit Mechanical Aptitude, Age Norm 16-27, A.Q. 119.7 Letter A

Macarrie Mechanical Ability, Letter Rating: H, Percentile 90

Rogers Mathematical Ability, Percentile 90, Rating (9th) Average

Luria Language, Expectation of being in 10th, Percentile 83

School Marks, Grades 7 & 8: Excellent, Good, Fair, U Failure

Spelling, Reading, Arithmetic, Language, History, Geography, etc.

School Proficiency, Grade 7, Achievement Median 7.4

Strong Vocational Interest Blank, Librarian C, Physician C,

Dentist C plus, Life Insurance Saleswoman C, Social Worker C,

Teacher of English C, Teacher of Social Sciences C, Lawyer C,

Y.W.C.A. Secretary C, Teacher of Mathematics and Physical Sciences

B-, Nurse A, Stenographer-Secretary A, General Office Worker A.
Analysis.

Girl No.14, I.Q.117 (Alpha 121), Ratings, College, Professional. Alpha score 120 (B), Rating, Professional. Her scholastic aptitude is high (11-2), her mathematical ability percentile is 90, her language ability percentile 83, achievement test average, school marks good, and mental age plus 2-3. These indications mark college ability. Her clerical score was average, and her mechanical ability was high. In Personality, she is not neurotic, of less than average self-sufficiency, slightly extroverted, dominant, self-confident and sociable. In vocational Interests, her highest scores were A's in Nurse, Stenographer-Secretary and general office worker.

Her choice of occupations is Secretary and it would seem that with her high scholastic ability and achievements, and her interests ratings of A, that this occupation would be indicated, and indicated through college work rather than a short preparation after high school. Financial reasons may have to decide the later course.
Occupations included in the various groups in the Analysis:

Group 1, Artist, Psychologist, Architect, Physician, Dentist.

Group 2, Mathematician, Engineer, Chemist.

Group 4, Farmer, Carpenter, Printer, Mathematics-Science Teacher, Policeman, Forest Service.

Group 5, Y.M.C.A. Physical Director, Personnel Manager, Y.M.C.A. Secretary, Social Science Teacher, City School Superintendent, Minister.

Group 8, Accountant, Office Worker, Purchasing Agent, Banker.

Group 9, Sales Manager, Real Estate Salesman, Life Insurance Salesman.

Group 10, Advertising Man, Lawyer, Author-Journalist.

In the Vocational Interest, the rating A means that the individual has the interests of persons successfully engaged in that occupation, or group of occupations. The rating C means that the person does not have such interests, and the ratings B plus, B, and B- means that the person probably has those interests but it is not so sure as in the case of the A rating. Occupations included in the same group all correlate highly with one another.
General Information

No. 1. Sex boy. Grade 8. Age 13. Height 5 ft. 2 in. 93.

Physical Condition

Health good. Build slender. Physical Defects none.


Sense acuteness. Taste good. Smell fair.

Hereditary Background


Occupation of Father Carpenter. Mother Housewife.

Father's Nationality Grandfather American. Grandmother American.

Occupation of Grandfather Farmer. Grandmother Housewife.

Mother's Nationality Grandfather American. Grandmother American.

Occupation of Grandfather Farmer. Grandmother Housewife.

Past History

Accidents Broken arm. Sick measles.

Jobs Held paper boy. Undertakings built hut. models.

Present Activities and Interests

Work house work. Recreation basketball, swimming.


Out-door Games football, baseball. Handiwork airplane models.

Read much. Preference books Kind adventure mystery.

Have Travelled much. Like to travel some. For a living yes.


Good Conversationist fair. At ease with strangers. timid.

Like to lead yes. Co-operative yes. Work accurate good.

Home Conditions

Number of brothers 2. Number sisters 0. Parents own house no.

Financial status average. Living conditions average.
Intelligence: 15-2

Neurotic Tendency 90  Self-sufficiency 0  Introversion 94
Dominance-Submission 9  Conscientiousness 99  Sociability 7

Thurstone Employment Clerical, Speed Accuracy Combined 0
Minnesota Vocational for Clerical Workers, Average: 4.3

Detroit Mechanical Aptitude, Age Norm 14-0  "A" 108, Letter 0
McGuire Mechanical Ability, Letter Rating 177, Percentile 72
Rogers Mathematical Ability Percentile 204 Rating (5th) Superior

Glick Scholastic, Score 114, Grade 15, Mental Age, Average 16-9

Personality Inventory, Harrington, Strong

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Modern School Achievement, Latin T, Achievement Median 0

Strong Vocational Interest Blank, Farmer A, Printer A, Police-
man A, Forest Service B, Musician B, CJP A, Group 1 C plus,
Group 2 C plus, Group 5 A, Group 8 a, Group 9 B, Group 10 C-

Occupational Level 34 or B-.
Analysis.

Boy No. 1, I. Q. 127, Ratings, College, Professions.
Alpha score 120 (B) Rating, Professional or higher Commercial.
His scholastic record, highest of the class in the scholastic aptitude test, with his mathematical and language ability, should enable him to succeed in high school and college.

His clerical scores are only average, as are his mechanical scores. In Personality, he tends to be neurotic, needs encouragement, tends to be introverted, is not dominant, is self-conscious, and very sociable. In vocational Interest, his highest ratings, in group 4, do not check with his I. Q. and Alpha analysis with the exception of Mathematics-Science teacher, but his A rating in group 8 does check with higher commercial, and his A rating in group 5 does check with college preparation and sociability. The occupations included in these groups are shown on the page preceding the first case study. So as per scholastic attainment, occupational group and interest, he is qualified for occupations of groups 5 and 8; this selection is apparently checked by his questionnaire, and his home standing shows that he will be financially able to go to college.

He has designated Engineering and Journalist as the occupations he plans to enter and while he does not, at present, have the interests for those, his other qualifications appear to be right for those occupations.
General Information

No. 2. Sex Boy Grade 8 Age 14 Height 5'6" Weight 145

Physical Condition

Health good Build sturdy Physical Defects none
Eyesight good Color blind no Hearing good Nutrition good
Sense acuteness, Touch good Taste good Smell good

Hereditary Background

Birthplace Tenn. Nationality of Father Irish Mother Irish
Occupation of Father Farmer of Mother Housewife
Father's Nationality Grandfather Scotch Grandmother Irish
Occupation of Grandfather Express Agent Grandmother Housewife
Mother's Nationality Grandfather Irish Grandmother Scotch
Occupation of Grandfather Mechanic Grandmother Housewife

Past History

Accidents none Sickness tonsils & adenoids
Jobs Held paper boy Undertakings airplane models

Present Activities and Interests

Work paper boy Recreations swimming
Clubs Boy Scouts Indoor: card Monopoly
Out-door games football Handiwork wood work
Read little Preference books Kind adventure
Have Travelled much Like to travel much For a living no
Best studies Arithmetic Plan next year school
Good Conversationist good At ease with strangers timid
Like to lead yes Co-operative yes Work accurate fair

Home Conditions

Number of brothers 0 Number sisters 1 Parents own home no
Financial status average Living conditions good
Intelligence, Mental Age, Normal (T) Form 1

Alpha, I.Q. 108.5 N.A. 14-10 Age Diff. 6 Percentile 57
Terman, I.Q. 96.6 N.A. 14-2 Age Diff. 2 Percentile 50
Kuhlmann, I.Q. 97.6 N.A. 12-7 Age Diff. +1-9 I.Q. Average G. 98.4
Glick Scholastic, Score 55, Grade 7-1, Mental Age 14-2

Personality Inventory, Construct R, Form A II

Neurotic Tendency 72 Self-Sufficiency 58 Intro-Extroversion 84
Dominance-Submission 27 Conscientiousness 68 Sociability 56

Thurstone Employment Clerical, Speed = Accuracy = Combined

Minnesota Vocational for Clerical Workers, Average - Farmer, 1965

Detroit Mechanical Aptitude, Age Norm 14-10 4.10.4 Letter G
Macmarrick Mechanical Ability, Letter Rating V, Percentile 40

Rogers Mathematical Ability, Percentile 40 Rating (5th) Inferior

Luria Language, Expectation of being in fourth tenth 47, Percentile 45

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Spelling R Reading G Arith. F Language F History F Geography F

Spelling F Reading F Arith. F Language F History F Gen. Sci. G-

School Achievement, Grade 7, Achievement Median 7.1

Analysis.

Boy No.2, I. Q. 98, Ratings, High or Vocational High, Alpha score, 89 (C plus ), Rating, Business or Clerical. His scholastic record and aptitude are fair, his language and mathematical abilities are just below the median, his mental age is retarded two months. He should be able to succeed in high school.

His clerical scores are below average, and his mechanical scores are low in the MacQuarrie to above average in the Detroit. In Personality, he does not tend to be neurotic, is fairly self-sufficient, tends to be introverted, is fairly dominant, fairly confident and fairly sociable, a fairly well balanced personality. In vocational Interest, his A in groups 1 and 2 do not check with his scholastic standing, while his ratings in groups 9 and 10 do check with his scholastic standing and high school ability, and his occupational rating of business or clerical.

He has built many airplane models, showing interest there, and desires to take up the flying branch of aviation. His home conditions are such that he would be financially able to study aviation after high school. His abilities and other qualifications appear right to enable him to do this.
General Information

No. 3. Sex boy. Group 8 A. 15 Height 5-3 1/2. Age 99.

Physical Condition


Heredity Background


Occupation of Father: bookkeeper. Occupation of Mother: housewife.


Past History


Jobs Held: paper boy, undertakers, boats, airplanes, bird houses.

Present Activities and Interests


Have Travelled: some. Like to travel: much. For a living: yes.


Good Conversationist: excellent. At ease with strangers: quite.


Home Conditions


Intelligence, Mental Age, Mental Level (Terman and Terman)

Terman, I.Q. 102.2. A. 16-4. 6 Diff. 1-4. Percentile 60.

Kuhlmann, I.Q. 101.1. A. 15-1. 53 Diff. 1. I. A. Average IQ 110.7

Glick Scholastic, Score 97, Grade 12, Mental Age, Average 16-7

Personality Inventory, Bernrander, Form D

Neurotic Tendency 21
Self-sufficiency 60
Intro-extroversion 30
Dominance-Submission 25
Conscientious 24
Sociability 56

Thurstone Employment Clerical, Speed Accuracy Combined

Minnesota Vocational for Clerical Workers, Average Intelligence 47

Detroit Mechanical Aptitude, Age Norm 15-0. A. 102. Better C

Macnair Mechanical Ability, Letter Rating B. Percentile 55

Rogers Mathematical Ability Percentile 78. Rating (9th) Average

Luria Language, Expectation of being in 2nd tenth 18%. Percentile 76

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Spelling G, Reading G, Language G, History G, Geography G,


Med in School Achievement, Grade 7, Achievement Median 8.6

Strong Vocational Blank Interest, Farmer B plus, Printer A,

Policeman A, Forest Service A, Musician B-, C.P.A. C plus,

Group 1 B-, Group 2 B-, Group 5 A, Group 8 B, Group 9 B-

Group 10 C plus and Occupational Level 43 or B plus.
Analysis.

Boy No. 3, I. Q. 111, (Ave. Alpha 117) Ratings, College, Professions. Alpha score 128 (B) Rating, Professional. His scholastic aptitude including mathematics, achievement test and language place him in the upper quartile, his school marks in the third; his ability is sufficient for college, but he does not work up to his ability in school work.

His clerical scores are average as are his mechanical scores. In Personality, he is not at all neurotic, is self-sufficient, is extroverted, tends to dominate rather highly, is self-confident, and of less than average sociability. In vocational Interest, he ranks high in group 4, but this does not check with his I. Q. and Alpha analysis, while his A rating in group 5 and his B rating in group 8 do check. His interest in general are higher than the other boys of this class, do show a mind turned toward affairs that require contact with others, and would tend toward occupations that have to do with people. However his Personality analysis confirms the writer's observation of him, he does not get along so well with others, which defect would have to be remedied for this class of occupations.

He plans to study chemistry and to go to college, and he has the intelligence, scholastic ability and interests for this occupation, and home conditions are such that he will be able to go to college.
-67-
Case 2465

General Information
No. 4. Sex Boy Grade 8 Age 14 Weight 50. Height 62.120.

Physical Condition
Health: good Build: average Physical Defects: none
Eyesight: poor Color blind: no Hearing: good Nutrition: well
Sense acuteness: Touch: good Taste: good Smell: good

Hereditary Background
Occupation of Father: Farming Occupation of Mother: Housework.
Father's: Nationality: Grandfather; American, Grandmother: American
Mother's: Nationality: Grandfather; American, Grandmother: American

Past History
Accidents: none Sickness: Measles, small pox
Jobs Held: Paper boy Undertakings: building boats

Present Activities and Interests
Work: Packing house, Recreation: play ball
Clubs: 4-H Club, Recreations: cards
Out-door games: basket-ball, Handiwork: wood carving
Read: some Preference: books Kind: story of History
Have Travelled: much Like to travel: much For a living: yes
Best studies: History, English Plan next year: school
Good Conversationist: fair At ease with strangers: quite
Like to lead: no Co-operative: yes Work accurate: fair

Home Conditions
Number of brothers: 2 Number sisters: none Parents own home: yes
Financial status: average Living conditions: average
Tort Information

Intelligence, Mental Age, 6th Grade, #14-1

Alpha, I.Q. 86.4. 4th 12-2 Alt Diff. -1-11 7. 8 6

Terman, I.Q. 81.4. 6th 11-6 Alt Diff. -2-7 Rare #8 8

Kuhlmann, I.Q. 86.4. 4th 12-2 Alt Diff. -1-11.7 Average Alt 84.4

Glick Scholastic, Score 61, Grade 7, Mental Age, Average Alt 81-11

Personality Inventory, Form B, T, Percentile

Neurotic Tendency 79 Self-Sufficiency 21 Intro-Extroversion 88

Dominance-Submission 19 Confi dence 78 Sociability 45

Thurstone Employment Clerical, Score D Accuracy E Combined E

Minnesota Vocational for Clerical Workers, Average, Washer, June 49.

Detroit Mechanical Aptitude, Age Norm B-4 V.A. 58.1 Letter E

McQuarrie Mechanical Ability, Letter Rating 1 Percentile 28

Rogers Mathematical Ability Percentile 20 Rating (9th) V Inferior

Luria Language, Expectation of being in 4th tenth 1 % Percentile 17

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Grade 8

Spelling G Reading U Arith U Language F History F Geography F

Spelling G Reading _ Arith _ Language _ History _ Gen. Sci. F

Modern School Achievement, Grade 7, Achievement Median

Strong Vocational Interest Blank, Farmer A, Printer B plus,
Policeman B plus, Forest Service C plus, Musician B-, C.P.A. C-
Group 1 B-, Group 2 C plus, Group 5 B-, Group 8 B, Group 9 B,
Group 10 B-, and Occupational Level 42 or B plus.
Analysis.

Boy No. 4, I. Q. 84, Ratings, Vocational High, Semi-skilled. Alpha score 49 (low C), Rating, Semi-skilled, or lower ranks of skilled. His mental age shows that he is retarded over two years; he is only 7th. grade in scholastic ability and in the lowest fifth in mathematics and language ability, with school marks just fair.

Clerical ratings very inferior to average and mechanical ability low. In Personality, he is fairly neurotic, seeks advice, somewhat introverted, not dominant, self-conscious and of average sociability. In vocational Interest, he scored fairly high in group 4, which would check with his mental ability. He has ratings of B in groups 8 and 9, mostly along sales lines.

He has worked as salesman or clerk, desires to follow that line, and as 50% of the sales clerks in large department stores range from 70 to 90 in I. Q., his I. Q. would place him near the top of this 50%, or about at the top of the lower third in intelligence.
General Information

Physical Condition

Hereditary Background

Past History

Present Activities and Interests
Have Travelled: much. Like to travel: much. For a living: a little.
Good Conversationist: excellent. At ease with strangers: quite.

Home Conditions
Tect Information

Intelligence, Mental Age 14, Actual Age 13.

Alpha, I.Q. 130.0, Mental Age 14.4, Actual Age 13.

Terman, I.Q. 116.5, Mental Age 14.7, Actual Age 13.

Kuhlmann, I.Q. 123.1, Mental Age 14.7, Actual Age 13.

Glick Scholastic, Score: 86, Grade: 11, Mental Age: 14.

Personality Inventory, Constructor, T score, S score.

Neurotic Tendency 7 Self-Sufficiency 7 Intro-Extroversion 2

Dominance-Submission 91 Conformity 7 Socialability 22

Thurstone Employment Clerical, Speed: 6 Accuracy: 4, Continuation:

Minnesota Vocational for Clerical Work, Vocational Rating: 11.

Detroit Mechanical Aptitude, Age Norm 15-0, I.Q. 116, Luett E J.

Macquarie Mechanical Ability, Latex Rating A, Percentile 68.

Rogers Mathematical Ability Percentile 88. Rating (6th) Average.

Luria Language, Expectation of being in 2nd month 18%. Percentile 71.

School Marks, Grades 7 & 8, E Excellent, S Good, F Fair, U Failure.

Spelling, G Reading, B Arith, E Language, B History, G Geography.

Analysis.

Boy No. 5, I. Q. 123, Ratings, College, Professions.

Alpha score 126 (E) Rating Professions. His scholastic record and aptitude are high and with his high percentiles in mathematics and language should rate him as of college ability.

His clerical ratings are low, but his mechanical ratings are high. In Personality, he is very well balanced emotionally, is self-sufficient, is extroverted, highly dominant, self-confident, and sociable. In vocational Interest, he scores highest in the groups 5, 8, and 9, which occupations deal with people. An intelligent boy, with high scholastic aptitudes and achievements, he should go to college, and home conditions are such that he will be financially able to do so.

He has done lots of house to house selling, magazines and so forth, and is a fine salesman, often selling more magazines, in school contests, than the whole of the rest of the class, and is a good mixer and contact maker with the public. He formerly considered civil engineering, but now has decided on electrical engineering. With the above qualifications, he should make a technically trained salesman engineer.
General Information

No. 6 Sex Boy – Grade 8 Age 14 Height 5'3 Weight 140 Height 68

Physical Condition

Health good Build slender Physical Defects none
Eyesight good Color blind no Hearing good Nutrition good
Sense acuteness, Touch good Taste good Smell fair

Heredity Background

Birthplace Fl.a. Nationality of Father French Mother English
Occupation of Father Service station of Mother Dry goods store
Father’s: Nationality Grandfather English Grandmother English
Occupation of Grandfather Woodsman Grandmother Housewife
Mother’s: Nationality Grandfather English Grandmother English
Occupation of Grandfather Prison Guard Grandmother Housewife

Past History

Accidents fall, broken arm Sickness measles, malaria, whooping cough
Jobs Held clerk, station help Undertakings, boats, airplanes

Present Activities and Interests

Work none now Recreation bicycle riding

Clubs Jr. Wild Life, Glee Indoor games monopoly

Outdoor games football, baseball, handiwork, model airplanes

Read much Preference books Kind adventure, mystery

Have Travelled much Like to travel some For a living yes

Best studies Math, Science Plan next year School

Good Conversationist fair At ease with strangers quite

Like to lead yes Co-operative yes, Work accurate good

Home Conditions

Number of brothers 0 Number sisters 0 Parents own home no

Financial status average Living conditions good
ToL: Inform tion No. A, Boy, 12-10
Intelligence, Mental 100, Total IQ 117, F.F. 1
Terman, I.Q. 120.5, T.A. 16-0, A.I. 54.9, W.E. 12-10, H.F. 31.5, T.A. 92
Kuhlmann, I.Q. 115.7, M.A. 16-0, A.I. 46.7, H.F. 3-2, T.A. 42.1, H.F. 124.2
Glick Scholastic, Score: 109, Grade 12, Mental 1 T, Att 1, F. 17-2
Personality Inventory, Construct: 17-2
Neurotic Tendency 64, Self-sufficiency 44, Intro-extroversion 65
Dominance-Submission 20, Confian e 70, Sociability 50
Thurstone Employment Clerical, Speed G Accuracy D Combined D
Minnesota Vocational for Clerical Workers, Aver Superior, Del 75
Detroit Mechanical Abilities, Age Norm 17-5, W.E. 129, Letter A
MacQuarrie Mechanical Abilities, Letter Rating V, Percentile 95
Rogers Mathematical Abilities, Percentile 90, Rating (6th) Superior
Luria Language, Expectation of being in 10th year 51.7, Percentile 100
School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure
Spelling, Reading, E Arith, E Language, E History, E Geography
Spelling, Reading, E Arith, E Language, E History, E General Science
Modern School Aptitude, Total 10, Achievement Median 9.0
Strong Vocational Interest Blank, Farmer B plus, Printer A,
Policeman A, Forest Service B plus, Musician B plus, C.P.A. C-
Group 1 B, Group 2 B-, Group 5 B plus, Group 8 B, Group 9 B-
Group 10 C-, and Occupational Level 36 or B.
Analysis.

Boy No. 6, I. Q. 124 (Alpha 132), Ratings, College, Professions. Alpha score 141 (A) Rating, Professions. His scholastic record, (2nd. highest in class scholastic aptitude) and aptitude are very high, his mathematical and language ratings are superior; his achievement test very high, but his school marks are not up to his ability. He should be able to succeed in college.

His clerical ratings are poor, but his mechanical ratings are very high. In Personality, he is not neurotic, does seek advice, somewhat introverted, is submissive, somewhat self-conscious, and very sociable. In vocational Interest he scores very high in group 4, and high in groups 1, 5, and 8, the professional, the personal service and higher clerical. From scholastic aptitude and attainment, and with college training, the professions appear to be the best group. He scored the highest of the boys in the Detroit mechanical and his A rating in it, combined with an A for intelligence, as per the Detroit mechanical locates him in the group, Artist, Civil Engineer, Dentist, Laboratory Teacher, Shop Teacher or Surgeon.

Occupations formerly considered were Doctor, Lawyer and Journalist, but he has changed to "Mechanical Subjects". With college, and he is financially able to go, and with definite mechanical ability, and his choice of mechanical, mechanical engineering would seem to be indicated.
General Information

No. 7. Sex Boy Grade 8 Age 14 Height 5'6/2 Weight 117

Physical Condition
Health good Build sturdy Physical Defects none
Eyesight good Color blind no Hearing good Nutrition good
Sense acuteness, Touch good Taste good Smell good

Hereditary Background
Birthplace Fla. Nationality of Father American Mother American
Occupation of Father Credit Manager of Mother Housewife
Father's Nationality Grandfather American Grandmother American
Occupation of Grandfather Railroad Grandmother Housewife
Mother's Nationality Grandfather American Grandmother American
Occupation of Grandfather Railroad Grandmother Housewife

Past History
Accidents none Sickness chicken pox
Jobs Held paper boy Undertakings airplanes

Present Activities and Interests
Work none Recreations swimming
Clubs Boy Scout Indoor games cards
Outdoor games football Handiwork airplane models
Read little Preference books Kind adventure
Have Travelled much Like to travel much For a living no
Best studies Arithmetic, Science Plan next year school
Good Conversationist fair At ease with strangers timid
Like to lead yes Co-operative yes Work accurate fair

Home Conditions
Number of brothers 1 Number sisters 1 Parents own home no
Financial status good Living conditions good
Intelligence: Boys 7. - 12. - 13-10

Alpha, I.Q. 100.9  A.M.A. 14-4  A-W. DIFF. 42.  R- P. 36.
Terman, I.Q. 97.9  A.M.A. 13-6  A-W. DIFF. 4  Per. 37.
Glick Scholastic, Score 48, Grade 7, Ment 1-4, with 15-9

Personality Inventory, Constructor, F vs. E

Neurotic Tendancy 96  Self-sufficiency 0  Intro-Extroversion 97

Dominance-Submission 0  Confidence 95  Sociability 4

Thurstone Employment Clerical, Special Accuracy Combined B

Minnesota Vocational for Clerical Workers, Average I.Q., 148

Detroit Mechanical Aptitude, Age Norm 15-3 V.A. 113 Letter B

Macquarie Mechanical Ability, Letter Rating A, Per. 66

Rogers Mathematical Ability Per. 61, Rating(9th) Average

Luria Language, Expectation of being in 4th month 45, Per. 31

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Spelling U, Reading F, Arith F, Language G, History U, Geography U

School Achievement, Grade 7, Achievement Median 6.1

Strong Vocational Interest Blank, Farmer B plus, Printer B-

Policeman B, Forest Service C-, Musician C-, C.P.A. C-, Group 1 B, Group 2 B-, Group 5 C plus, Group 8 B, Group 9 B, Group 10 B

and Occupational Level 50 or A.
Analysis.

Boy No. 7, I. Q. 99, Ratings, High school, Business, Clerical. Alpha score 76 (C plus) Rating, Business and Clerical. His I. Q. is average, his mental age minus one month, percentile for intelligence tests 36, but his scholastic aptitude less than 7th. grade and achievement test more than a grade retarded. He failed the 6th. grade, promoted conditionally to 7th., passed with a fair to good average and then failed the 8th. grade.

His clerical ratings were poor, but his mechanical aptitudes were high. His mathematical ability percentile 61, and language percentile 31, and with an average I. Q. should rate his ability as high school ability. In Personality, he is very neurotic (96 score when 98 needs medical advice), not at all self-sufficient (scored 0 when low scores need advice), is highly introverted (97 when 98 needs medical advice), is completely submissive (score 0), hamperingly self-conscious (95 when 98 needs medical advice), but is real sociable. In Interest, he has a B rating for groups 1, 8, 9, and 10, professional, business, salesman, and advertising.

If no further indication of improving mechanical ability (he was fourth highest of the boys), would locate in lower commercial, as he wants to take some business work. He evidently does not work up to his I. Q. ability in his school work, as when conditioned in grade 7, he passed because he was told if he did not pass from the start he would have to go back to the 6th. grade. But not warned the same way in the eighth, he failed to pass. Some medical advice and attention is also indicated.
General Information

No. 8 Sex Boy Grade 8 Age 13 Height 5-8 Weight 112

Physical Condition

Health good Build average Physical Defects none

Eyesight good Color blind no Hearing good Nutrition good

Sense acuteness, Touch good Taste good Smell good

Hereditary Background

Birthplace Fla. Nationality of Father American Mother American

Occupation of Father Contractor roads of Mother Housewife

Father's Nationality Grandfather American Grandmother American

Occupation of Grandfather Farmer Grandmother Housewife

Mother's Nationality Grandfather American Grandmother American

Occupation of Grandfather carpenter Grandmother Housewife

Past History

Accidents none Sickness C. Pox, whooping cough

Jobs Held sold strawberries Undertakings airplane models

Present Activities and Interests

Work none Recreations photography

Clubs S. O. A. L Indoor games Monopoly

Out-door games Football Handiwork airplane models

Read some Preference magazines Kind Adventure

Have Travelled some Like to travel Much For a living no

Best studies Science, spelling Plan next year school

Good Conversationist fair At ease with strangers fair

Like to lead no Co-operative yes Work accurate fair

Home Conditions

Number of brothers 1 Number sisters 0 Parents own home yes

Financial status good Living conditions good
Intelligence, Mental Age 12.1, Chron. Age 13.5

Neuropsychiatric, E. 128.9 N. A. 18-1 Alpha M.P. 14-7.7, F. 97.0
Termann, I. Q. 136.4 A. 18.5, E. 12-11 Parent M.P. 92.19
Kuhlmann, I. Q. 119.7 M. A. 16-2 Age Diff. -2-8 I. Q. Average M.P. 122.1
Glick Scholastic Test, Grade 12, Mental Age 14, Age 17-10
Personality Inventory, Construct 3, Score 10

Neurotic Tendency 25 Self-sufficiency 24 Intro-Extroversion 14
Dominance-Submission 69 Confidence 29 Sociability 4

Thurstone Employment Clerical, Special Accountant, Combined.

Minnesota Vocational for Clerical Workers, Average Number, June 41.
Detroit Mechanical Aptitude, Age Normal 16-2, A. Q. 120.letter A.
Rogers Mathematical Ability Percentile 90 Rating (6th) Average.
Luria Language, Expectation of being in 10th Percentile Average.

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Spelling, G Reading, E Arithmetic, Language, G History, G Geography, F

Spellling, E Reading, G Arithmetic, F Language, G History, G General Science, E plus

Med in School Achievement, Grade T, Intelligent and Median High.

Strong Vocational Interest Blank, Farmer A, Printer A, Police-
man B, Forest Service B, Musician B plus, C.F.A. C-, Group 1 B,
Group 2 C plus, Group 5 B, Group 6 B, Group 9 B-, Group 10 B-,
and Occupational Level 44 or B plus.
Analysis.

Boy No. 8, I.Q. 132, Ratings, College, Professions.

Alpha score 138 (A, percentile 99) Rating, Professions. His scholastic aptitude is high, mental age plus 4-4, mathematical ability high, language ability good, achievement test high, but school marks only good, this boy does not accomplish up to his ability; should make college, and is financially able to go.

Clerical scores are low, but mechanical scores high. In Personality, he is not neurotic, does seek advice, is extroverted, quite dominant, self-confident and very sociable. In Interest, scores high in group 4, scores B in groups 1, 5, and 8, professional, people contact and higher commercial. His abilities would place him high in the professional group.

He is considering being a chemist. He is quite mechanical, builds things, and has done quite a bit in photography. Would group him in the professions, along chemical or mechanical lines, and watch closely his development during high school.
General Information

No. 9. Sex Boy Grade 8 Age 13 Height 4-10 chest 36...-

Physical Condition

Health good Build slender Physical Defects none
Eyesight good Color blind no Hearing good Nutrition well
Sense acuteness, Touch good Taste good Smell good

Hereditary Background

Birthplace Fla. Nationality of Father Irish Mother Welsh
Condition of Father Water works Sup. of Mother Housewife Irish
Father's: Nationality Grandfather Irish Grandmother Scotch
Occupation of Grandfather Engineer Grandmother Housekeeper
Mother's: Nationality Grandfather Welsh Grandmother Welsh
Occupation of Grandfather Bridge tender Grandmother Housekeeper

Past History

Accidents none Sickness measles, chicken pox
Jobs held paper & bill boy Undertakings boats, airplanes

Present Activities and Interests

Work at home Recreations swimming, hikes, camping
Clubs D. D. Indoor games Skating
outdoor games football Handiwork weaving baskets
Read some Preference magazines Kind True Detective
have Travelled much Like to travel much For a living yes
Best studies Science Math Plan next year school
Good Conversationist good At ease with strangers quite
Like to lead yes Co-operative yes Work accurate fair

Home Conditions

Number of brothers 1 Number sisters 0 Parents own home yes
Financial status average Living conditions average
Intelligence: 

Alpha, I.Q. 112.8% A: 10-7, Alpha, I.Q. 110.6% A: 10-7. 

Terman, I.Q. 108.8% A: 14-7, Alpha, I.Q. 106.8% A: 10-7. 


Glick Scholastic, Score 68, Grade 8, Ent 14-7. 

Personality Inventory, Evaluator: 

Neurotic Tendency 24 Self-sufficiency 47 Intro-Extroversion 16 Dominance-Submission 74 Conscientiousness 25 Sociability 13 Thurstone Employment Clerical, Special Accuracy 5 Combined E 

Minnesota Vocational for Clerical Workers, Aver. Rating: 54 

Detroit Mechanical Aptitude, Age Nort 15-5, A: 114.2 Letter B 

Josephson Mechanical Ability, Letter Rating: 1 Percentile 26 

Rogers Mathematical Ability Percentile 54 Rating (5th) Inferior 

Luria Language, Expectation of being in tenths 47 Percentile 86 

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure 

Spelling F Reading G Arith E Language F History E Geography F 

Spelling U Reading U Arith F Language U History U Science F 

Educational Achievement, Grade 7, Achievement Median 7.0 

Strong Vocational Interest Blank, Farmer A, Printer A, Police- 

man A, Forest Service C-, Musician B-, C.P.A. C-, Group 1 B-, 

Group 2 G-, Group 5 B plus, Group 8 A, Group 9 A, Group 10 B- 

and Occupational Level 34 or B-. 
Analysis.

Boy No. 9, I. Q. 108, Ratings, High School, Clerical, Skilled. Alpha score 97 (C plus), Rating, Business and Clerical. His scholastic aptitude is about average (as per test), achievement test six months retarded, and school marks only fair in the 7th. grade and failure in the 8th. grade. This is poor achievement for an I. Q. of 108, and a mental age advanced 1-02. Mathematical ability is just above average and language ability at the top of the first third; he should rate high school but college doubtful in view of past achievement.

His clerical rating is inferior but mechanical ability high. In Personality, he is not neurotic, of average self-sufficiency, is extroverted, quite dominant, is self-confident and real sociable. In Interest, he scores high (A) in group 4, A in group 9, salesman, B plus in group 5 (personal contact), and B in group 8 (higher commercial). Groups 5, 8, and 9 check with his abilities but not with his achievements, while group 4 checks better with his achievements.

He has specified truck driving as his desire, which would check with the interests of group 4, and with his scholastic achievements but not with his abilities.
General Information

No. 10 Sex Boy  Grade 8 Age 13 Height 54 Build sturdy

Physical Condition
Health good Build sturdy Physical Defects No
Eyesight good Color blind no Hearing good Nutrition good
Sense acuteness, Touch good Taste good Smell good

Hereditary Background
Place N. Y. Nationality of Father American Mother American

Past History
Accidents none Sickness whooping-cough, chicken pox
Jobs held paper boy undertakings boars, airplanes

Recreations building models

Out-door games Football Handiwork building models
Read some Preference books, magazines  and mystery mechanical

Have Travelled much Like to travel much For a living no
Best studies Math, Eng., Hist. Plan next year school
Good Conversationist excellent At ease with strangers quite
Like to lead yes Co-operative woman Work accurate good

Home Conditions
Number of brothers 0 Number sisters 2 Parents own home no
Financial status good Living conditions good
Test Information

Intelligence, Mental Age: 15-1 Age Diff. +2-2 Percentile 61
Alpha, I.Q. 116.5 M.A. 15-1 Age Diff. +2-2 Percentile 61
Tormann, I.Q. 112.9 M.A. 14-8 Age Diff. +1-0 Percentile 61
Kuhlmann, I.Q. 100.6 M.A. 15-1 Age Diff. +1-1 Percentile 61
Glick Scholastic, Score 62, Grade 7-6, Mental Age, Average Five 14-6

Personality Inventory, Form B, Percentile:
Neurotic Tendency: 68 Self-sufficiency: 81 Intro-Extroversion: 41
Dominance-Submission: 74 Confidence: 28 Sociability: 69

Thurstone Employment Clerical, Score 2 Accuracy E Combined E
Minnesota Vocational for Clerical Workers, Average Number, Norm 45
Detroit Mechanical Aptitude, Age Norm 15-2 M. A. 116 Letter B
Macquarrie Mechanical Abilities, Letter Rating H A Percentile 77
Rogers Mathematical Ability Percentile 83 Rating (9th) Average
Luria Language, Expectation of being in fourth 10th Percentile 51
School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure
Spelling G Reading G Arith E Language G History G Geography G
Spelling F Reading G Arith G Language G H History G Gen. Sci. F plus
Modern School Achievement, Grade 7, Achievement Median 6.6

Strong Vocational Interest Blank, Farmer B plus, Printer B, Policeman B, Forest Service C plus, Musician C-, C.P.A. C plus, Group 1 B, Group 2 B- Group 5 B, Group 8 B-, Group 9 B, Group 10 B-, and Occupational Level 49 or A.
Analysis.

Boy No.10, I. Q. 112, Ratings, College, Business and Clerical
Alpha score 92 (C plus), Rating, Higher business and clerical.
His scholastic aptitude is low, with mathematical ability percentile 83, and language percentile 51, mental age plus 1-7, achievement test for 7th. grade retarded one year; school marks for 7th. grade fair to good, and for 8th. grade show improvement. I. Q. rates him college, but achievement does not rate up to the I. Q.

His clerical scores are inferior, but both mechanical ratings are high. In Personality, he is not neurotic, is self-sufficient, extroverted, dominant, self-confident, and sociable. In vocational interest, his interest scores are low in general, highest being B plus for farmer, while he has B in groups 1, 5, and 9, professional, personal service, and salesman groups. His I. Q. would rate him for college, and he is financially able to go, and plans to go.

He has designated Animal Husbandman as his choice of occupations, works with his father at the University of Florida Experiment station, and this choice checks with his highest interest rating as Farmer. I think that he can succeed in college, but achievement must be bettered.
Case Study

General Information

No. 11 Sex boy Grade 8 Age 13 Ht 4' 4½ Wt 76½

Physical Condition

Health good Build slender Physical Defects none
Eyesight good Color blind no Hearing good Nutrition well
Sense acuteness, Touch good Taste good Smell good

Hereditary Background

Birthplace Fla. Nationality of Father German Mother German
Occupation of Father Farmer of Mother Housewife
Father's: Nationality Grandfather German Grandmother German
Occupation of Grandfather Farmer Grandmother Housewife
Mother's: Nationality Grandfather German Grandmother German
Occupation of Grandfather Farmer Grandmother Farmer

Past History

Accidents one Sickness whooping cough
Jobs Held paper boy Undertakings airplane, boat models

Present Activities and Interests

Work home Recreations swimming
Clubs Boy Scouts Indoor games checkers, monopoly
Out-door games football, basketball Handiwork soap, sculpture
Read much Preference books magazines Kind adventure
Have Travelled some Like to travel much For a living no
Best studies Arith. spelling Plan next year school
Good Conversationist fair At ease with strangers timid
Like to lead yes Co-operative no Work accurate good

Home Conditions

Number of brothers 7 Number sisters 1 Parents own home yes
Financial status poor Living conditions good
Test Information

Intelligence

Alpha, I.Q. 122.5 M.A. 16-11 Act Diff. 45-2 Age 12 1.88
Terman, I.Q. 115.2 M.A. 15-6 Age Diff. 42-1 Score 111.2
Kuhlmann, I.Q. 101.8 M.A. 14-9 Age Diff. 43.1 Average Score 115.8

Glick Scholastic. Score 83, Grade 10. Mental Age, Average Score 15.10

Personality Inventory, Burmanu, Percentile

Neurotic Tendency 66, Self-sufficiency 26 Introversion Extroversion 78
Dominance Submission 56 Confidence 61 Sociability 48

Thurstone Employment Clerical, Speed Accuracy Combined E

Minnesota Vocational for Clerical Workers, Average Turner, June 14.

Detroit Mechanical Aptitude, Age Norm 15.6 M.A. 14-9 Letter B
Macquarrie Mechanical Ability, Letter Rating A Percentile 61

Rogers Mathematical Ability Percentile 81 Rating (9th) Average 61

Luria Language, Expectation of being in 22nd month 107 Percentile 61

School Marks, Grades 7 & 8, E Excellent, S Good, F Fair, U Failure

Spelling G Reading U Arith E Language G History G Geography G

Spelling G Reading G Arith G Language F History G Gen. Sci. F

Modern School Achievement, Grade 7, Achievement Median 71

Strong Vocational Interest Blank, Farmer A, Printer B plus,

Policeman B plus, Forest Service C plus, Musician C, C.P.A. C,

Group 1 C, Group 2 C plus, Group 5 B, Group 8 B, Group 9 B,

Group 10 C and Occupational Level 45 or A.
Analysis.

Boy No. 11, I. Q. 116, Ratings, College, Professions.
Alpha score 109 (B), Rating, Professions. His scholastic aptitude is high, mathematical ability percentile 81, and language ability percentile 51, 7th. grade achievement test average, and school marks mostly good. I. Q. and achievement rate him for college.

His clerical scores are inferior, but mechanical scores are good. In Personality, he is not neurotic, not very self-sufficient, rather introverted, not dominant, not very self-confident and fairly sociable. In vocational Interest he rates the highest in group 4 with A as farmer, and B in groups 8 and 9, higher business and salesman. His interests do not check the professional rating.

He has named Civil engineering as his choice of occupations, and with his I. Q. of 116, aptitudes and achievement rating college, they check his choice. However his financial status is rated as poor, so if unable to go to college, his abilities check occupations in groups 8 and 9, and he has worked about seven months at retail selling.
General Information

No. 12  Sex: boy  Grade: A  Age: 14  Height: 5'-6½"  Weight: 110 lbs

Physical Condition

Health: fair  Build: slender  Physical Defects: heart troubles  
Eyesight: good  Color blind: no  Hearing: good  Nutrition: well  
Sense acuteness: Touch: good  Taste: good  Smell: good

Hereditary Background

Marital: Fla.  Nationality of Father: Irish  Mother: American  
Occupation of Father: Conservation Agent  Mother: housewife  
Father's Nationality: Grandfather: Irish  Grandmother: Welsh  
Occupation of Grandfather: Farmer  Grandmother: Housewife  
Mother's Nationality: Grandfather: Irish  Grandmother: Welsh  
Occupation of Grandfather: Farmer  Grandmother: Housewife  

Past History

Accidents: none  Sickness: tonsils removed

Jobs Held: clerk, paper boy  Undertakings: airplane models

Present Activities and Interests

Work: clerk  Recreations: stamp collector

Clubs: Boy Scout  Indoor: card games  monopoly

out-door games:  boot ball  Handiwork: wood-craft

Read: little books  magazine  Kind: fiction

Have Travelled: some  Like to travel: much  For a living: yes

Past studies: Math. Science  Plan next year: school

Good Conversationist: excellent  At ease with strangers: quite

Like to lead: yes  Co-operative: yes  Work accurate: no

Home Conditions

Number of brothers: 3  Number sisters: 4  Parents own home: yes

Financial status: good  Living conditions: good
Intelligence, Mental Age, Age 13, 6 months (T 1 per mental age) Alpha, I.Q. 106.8 M.A. 15-9 Adv. Diff. +1-1 Percentile 73
Terman, I.Q. 96.9 M.A. 14-2 Adv. Diff. -6 Yr. Mile 51
Kuhlmann, I.Q. 100 M.A. 14-8 Adv. Diff. 0 I.Q. Average 101.5
Glick Scholastic Score 90, Grade 11-8 Mental Test, Average 14-11
Personality Inventory, BernRust n, Personality
Neurotic Tendency 75 Self-sufficiency 22 Intro-Extroversion 95
Dominance-Submission 24 Confidence 72 Sociability 55
Thurstone Employment Clerical, Speed Accuracy Combined
Minnesota Vocational for Clerical Workers, Average Master, Chart 48
Detroit Mechanical Aptitude, Age Norm 16-5 M.A. 114, Letter B
McGrawrie Mechanical Ability, Letter Rating B, Percentile 85
Rogers Mathematical Ability Percentile 80 Rating (9th) Average
Luria Language, Expectation of being in 40th Percentile 10, Percentile 55
School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure
Spelling F Reading G Arith F Language G History G Geography G
Spelling F Reading G Arith G Language G History G Gen. Sci. F
Modern School Achievement, Grade 7, Achievement Median 6.2
Strong Vocational Interest Blank, Farmer B, Printer B, Police
man B-, Forest Service C-, Musician B, C.P.A. C-, Group 1 A,
Group 2 B, Group 5 C-, Group 8 B-, Group 9 B plus, Group 10 A,
and Occupational Level 49 or A.
Analysis.

Boy No. 12, I. Q. 102, Ratings, High school, Clerical, Skilled. Alpha score 101 (C plus), Rating, Business and Clerical. His scholastic aptitude is high, mental age plus three months, mathematical ability percentile 80, and language ability percentile 55, his achievement test for 7th. is low, and school marks low for 7th. and mostly good for 8th. grade. These ratings classify him as high school.

His clerical ratings are inferior, but his mechanical ratings are high. In Personality, he is slightly neurotic, seeks some advice, is introverted, not dominant, some what self-conscious, and of average sociability. In vocational Interest, he scores A in group 1 (professional), A in group 10, B plus in group 9 (salesman), and B in group 2. His interests check best with his I. Q. and Alpha score in group 9, salesman group.

He has expressed his desire to do something along mechanical lines and this checks with his high mechanical ability and aptitude, and also with his I. Q. and Alpha score. He has had eight months experience at selling and clerical work, that is evidently why he scored high in interest in sales. His Alpha rating puts him about at the top of Business and Clerical and his combined interest in sales and his mechanical ability could indicate a combination occupation.
General Information
No. 13. Sex  Boy  Grade  8  Age  13  Height  5-4  Weight  119

Physical Condition
Health  good  Build  sturdy  Physical Defects  eyes
Eyesight  poor  Color blind  no  Hearing  fair  Nutrition  good
Sense acuteness, Touch  fair  Taste  fair  Smell  good

Hereditary Background
Birthplace  Ga.  Nationality of Father  American  Mother  American
Occupation of Father  druggist  of Mother  lunch room
Father's: Nationality  Grandfather  Irish  Grandmother  Irish
Occupation of Grandfather  Salesman  Grandmother  music teacher
Mother's: Nationality  Grandfather  American  Grandmother  American
Occupation of Grandfather  dead  Grandmother  none

Past History
Accidents  none  Sickness  Pneumonia
Jobs Held  paper & bill boy  Undertakings  none

Present Activities and Interests
Work  paper & bill boy  Recreations  ball
Clubs  Boy Scouts  Indoor—Chess, Chinese checkers
Out-door games  football  Handiwork  none
Read  little  Preference  books  Kind  Big Little Books
Have Travelled  some  Like to travel  yes  For a living  no
Best studies  History, Arithmetic  Plan next year  none
Good Conversationist  excellent  At ease with strangers  timid
Like to lead  yes  Co-operative  yes  Work accurate  no

Home Conditions
Number of brothers  1  Number sisters  2  Parents own home  no
Financial status  poor  Living conditions  fair
Intelligence, Mental Age, Alpha, I.Q. 100 - Normal M.A. 13-5 Age Diff. 0 Percentile 25

Terman, I.Q. 101.2 M.A. 13-7 Age Diff. 42 Percentile 57

Kuhlmann, I.Q. 102.1 M.A. 13-10 Age Diff. 45 IQ Average M.A. 101.1

Glick Scholastic Score, Grade 7, Mental Age 14.8, Age 13-7

Personality Inventory, Bernruster, Percentile

Neurotic Tendency 51 Self-sufficiency 39 Intro-Extroversion 36

Dominance-Submission 49 Confidence 52 Sociability 51

Thurstone Employment Clerical, Speed Accuracy Combined

Minnesota Vocational for Clerical Workers, Average Worker, Norm 41

Detroit Mechanical Aptitude, Age Normal 11-8 M.A. 98.4 Letter D

MacGuire Mechanical Ability, Letter Rating, Percentile 47

Rogers Mathematical Ability Percentile Rating 9th

Luria Language, Expectation of being in 4th tenth Percentile 16

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Spelling, Reading, Arith, Language, History, Geography

Spelling, F Reading, F Arith, F Language, U History, G, General Science, F

Modern School achievement, Grade 7, Achievement Median 6.4

Strong Vocational Interest Blank, Farmer B plus, Printer B plus, Policeman B plus, Forest Service C-, Musician B plus, C.P.A. C-

Group 1 B, Group 2 C plus, Group 5 B-, Group 8 B, Group 9 B, Group 10 B plus and Occupational Level 42 or B plus.
Analysis.

Boy No. 13, I. Q. 101, Ratings, High School, Clerical, Skilled.
Alpha score 67 (C), Rating, Lower of Business and Clerical. His scholastic aptitude is poor, his mathematical ability is poor, as is his language ability; his achievement test for grade seven is one year retarded and school marks just fair. His I. Q. should rate him for high school, but achievement makes this doubtful. His clerical scores are inferior as are the mechanical aptitudes. In Personality, he is not neurotic, seeks some advice, some what extroverted, of medium dominance and confidence and fairly sociable. In vocational Interest he scored B plus for three occupations of group 4, and B plus in group 10, and B in groups 1, 8, and 9. His interest in group 4 checks best with his abilities and achievements.

He has not expressed a choice for an occupation. He has very poor eyesight and because of this is very unwilling to study. This with his interest in groups 8 and 9 would point to salesmanship or retail selling where the poor eyesight would not be to great a handicap. He has had glasses for some time but experiences great difficulty in wearing them.
ToLt Information

Intelligence, Mental Age, and Chronological Age:

**Alpha, I.Q. 115-9** M.A. 15-9  Age Diff. 42-2 F A M. 75

**Terman, I.Q. 108-3** M.A. 14-9  Age Diff. 61-2 F A M. 62

**Kuhlmann, I.Q. 112-3** M.A. 13-5  Age Diff. 41-8 F A M. 112-1

Glick Scholastic, Score 88, Grade 11-5 Mental 1-5, Average 11-5 15-3

Personality Inventory, Bernreuter, Fainant

Neurotic Tendency 92 Self-sufficiency 0 Intro-Extroversion 93

Dominance-Submission 3 Confidence 92 Sociability 3

Thurstone Employment Clerical, Speed Accuracy Combined E

Minnesota Vocational for Clerical Workers, Average Junior, Home

Detroit Mechanical Aptitude, Age Norm V.A.Q. Letter

Macquarie Mechanical Ability, Letter Rating L Perentile 24

Rogers Mathematical Ability Percentile 22 Rating (6th)

Luria Language, Expectation of being in tenth 7, Percentile 72

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Spelling, Reading, Arith, Language, History, Geography


Modern School Achievement, Grade 7, Achievement Median

Strong Vocational Interest Blank, Incomplete, could not be marked. This boy left Belle Glade.
Analysis.

Boy No. 14, I. Q. 112, Ratings, College, Business and Clerical. Alpha score 103 (C plus), Rating, Business and Clerical. His scholastic aptitude is high (he moved away and so missed mathematical and language ability), mental age plus 1-8, no record for marks. His I. Q. and scholastic aptitude would rate him for college, and his alpha score would rate him for business and clerical. In Personality, he is neurotic, of low self-sufficiency (0) score, is introverted, submissive, self-conscious, and sociable. Analysis incomplete.
General Information

No. 15, Sax boy, Grade 8, Age 16, Height 5-10, Arm 149

Physical Condition

Health: good, Build: sturdy, Physical Defects: none
Eyesight: good, Color blind: no, Hearing: good, Nutrition: well
Sense acuteness, Touch: good, Taste: good, Smell: good

Hereditary Background

Birthplace: Tenn., Nationality of Father: Irish, Mother: Irish
Occupation of Father: Engineer, of Mother: Housewife.
Father's: Nationality Grandfather: Irish, Grandmother: Irish
Occupation of Grandfather: Carpenter, Grandmother: Housewife.
Mother's: Nationality Grandfather: Irish, Grandmother: Irish
Occupation of Grandfather: merchant, Grandmother: housewife.

Past History

Accidents: playing football, 2 ribs broken, Sickness: chicken-pox
Jobs Held: clerk, Undertakings: cleaning up a Church

Present, Activities and Interests

Work: cleaning up Church, Recreation: play ball
Clubs: Boy's Club, Indoor Games: basketball
Outdoor games: football, Handicraft
Read: some, Preference: newspaper, Kind: sport
Have Travelled: some, Like to travel: yes, For a living: no
Best studies: History, Literature, Plan next year: school
Good Conversationist: fair, At ease with strangers: yes
Like to lead: no, Co-operative: yes, Work accurate: fair

Home Conditions

Number of brothers: 5, Number sisters: 6, Parents own home: no
Financial status: fair, Living conditions: good
Intelligence, Mental Age, Mol. 12-5, Ave Diff. -6-8.

Alpha, I.Q. 76.7, M.A. 12-3, Ave Diff. -8-8.

Bormann, I.Q. 75.7, M.A. 12-1. Ave Diff. -6-10.


Glick Scholastic, Score 49, Grade 7, Mental Age, Ave 13-1, 12-0.

Personality Inventory, Bernruger, Type 11:
Neurotic Tendency 66, Self-sufficiency 20, Intro-Extroversion 75.
Dominance-Submission 25, Confidence 67, Sociability 28.

Thurstone Employment Clerical, Speed E, Accuracy E, Combined E.

Minnesota Vocational for Clerical Workers, Ave Age 11-2.

Detroit Mechanical Aptitude, Age Norm 11-7, M.A. 77.2, Letter E.

Macquarie Mechanical Ability, Letter Rating L, Percentile 15.

Rogers Mathematical Ability, Percentile 7, Rating (5th) V, Inferior.

Luria Language, Expectation of being in 4th Month 1, Percentile 26.

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure.

Grade 8:
Spelling G, Reading F, Arith G, Language F, History G, Geography__


Mod on School Achievement, Grade 7; Achievement Median ________

Strong Vocational Interest Blank, Incomplete, could not be marked.
Analysis.

Boy No.15, I. Q. 75, Ratings, Industrial High (Junior) and Semi-skilled. Alpha score 50 (low C), Rating, Semi-skilled to skilled. His scholastic aptitude rates him as grade 7, his mental age is retarded 3-11, his mathematical ability percentile 7, and language percentile 26 are both low; his school marks are fair to good. These ratings would indicate Industrial Junior High school. His clerical scores are inferior, and his mechanical aptitude age norm is 11-7 or inferior. In Personality he is somewhat neurotic, not self-sufficient, somewhat introverted, submissive, self-conscious and only a little sociable. His vocational Interest blank was only partly filled out and so could not be rated. (Great difficulty was had in getting him to complete any test, as he could not seem to concentrate long enough to finish a test.)

He has expressed electricity and engines his choice of occupations, and the above would show that some trade learned in vocational junior high would be indicated.
General Information
No. 16 Sex boy Grade 8 Age 15 Height 5'10 1/2 Weigt 134 lbs.

Physical Condition
Health fair Build sturdy Physical Defects rupture
Eyesight good Color blind no Hearing good Nutrition fair
Sense acuteness, Touch good Taste good Smell good

Hereditary Background
Birthplace Fla. Nationality of Father English Mother English
Occupation of Father don't know of Mother packing house worker
Father's: Nationality Grandfather English Grandmother English
Occupation of Grandfather farmer Grandmother Housekeeper
Mother's: Nationality Grandfather English Grandmother English
Occupation of Grandfather Farmer Grandmother Housekeeper

Past History
Accidents auto not hurt Sickness childhood diseases
Jobs held any kind Undertakings repair bicycle

Present Activities and Interests
Work help school janitor Recreation magician
Clubs Glee Club Indoor games checkers
Outdoor games diamond ball Handiwork repairing bicycles
Read some Preference books magazines Kind of adventure
Have travelled some Like to travel much For a living yes
Best studies Arith., Science, Eng. Plan next year school
Good Conversationist good At ease with strangers quite
Like to lead no Co-operative yes Work accurate good

Home Conditions
Number of brothers 0 Number sisters 1 Parents own home yes
Financial status fair Living conditions fair
Text Information

Intelligence, Mental age, 14-

Alpha, I.Q. 94.2  K.A. 14-5  Age Diff. -10  Percentile 40

Torman, I.Q. 94.0  K.A. 14-2  Age Diff. -11  Percentile 51

Kuhlmann, I.Q. 92.3  K.A. 14-0  Age Diff. -1-2  I.Q. Average Five 93.7

Glick Scholastic Score 55, Grade 7, Mental Age, Average Fifteen 14-2

Personality Inventory, Bernreuter, Parental

Neurotic Tendency 69  Self-sufficiency 18  Intro-Extroversion 75

Dominance-Submission 24  Confidence 68  Sociability 24

Thurstone Employment Clerical, Speed Accuracy Combined

Minnesota Vocational for Clerical Workers, Average Number, Norm 60

Detroit Mechanical Aptitude, Age Norm 13-11, I.Q. 94.0 Letter C-

MacQuarrie Mechanical Ability, Letter Rating H, Percentile 73

Rogers Mathematical Ability Percentile Rating (5th) Inferior

Luria Language, Expectation of being in the tenth 77, Percentile 51

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Spelling G Reading G Arith G Language G History G Geography G

Spelling G Reading F Arith G Language F History G Gen. Sci. G

Modern School Achievement, Grade 7, Achievement Median 7.5

Strong Vocational Interest Blank, Farmer B-, Printer B-, Policeman B-, Forest Service C-, Musician C-, C.P.A. B-, Group 1 B plus Group 2 B plus, Group 5 C-, Group 8 B, Group 9 B, Group 10 B plus, and Occupational Level 56 or A.
Analysis.

Boy No. 16, I. Q. 94, Ratings, High school, Clerical and skilled. Alpha score 79 (C plus), Rating, skilled labor or lower. Business and Clerical. His scholastic aptitude rates him as 7th. grade minus, his mathematical ability as percentile 32, and his language ability as percentile 51. His achievement test was average and his school marks for the 7th. were good and for the eighth were fair to good. His mental age is retarded 0-11. This would rate him as capable of high school. His clerical ratings were inferior but his mechanical were better than average. In Personality, he is somewhat neurotic, not self-sufficient, tends to be introverted, is submissive, self-conscious, and fairly sociable. In vocational Interest he rates B plus in groups 1, 2, and 10, which groups do not check with his I. Q. and alpha score.

Hee has expressed a choice of working with engines, and as his mechanical abilities are better than average, this choice would seem to check his abilities.
General Information

No. 17  Sex  Boy Grade 8  Age  13  Tall  in  5'3"  Weight  98

Physical Condition

Health: good  Build: average  Physical Defects: nond
Eyesight: good  Color blind: no  Hearing: good  Nutrition: good
Senses: acuteness, Touch: good  Taste: good  Smell: good

Hereditary Background

Birthplace: Fla.  Nationality of Father: American  Mother: American
Occupation of Father: Railroad agent  Mother: Housewife
Father's Nationality: American  Grandfather: American
Occupation of Grandfather: Fruit grower  Grandmother: Housewife
Mother's Nationality: American  Grandfather: American
Occupation of Grandfather: Optometrist  Grandmother: Housewife

Past History

Accidents: none  Sickness: whooping cough
Jobs Held: clerking at depot  Undertakings: airplane models

Present Activities and Interests

Work: at home  Recreations: stamp collecting
Clubs: B. Y. P. U., Glee  Indoor games: cards & table tennis
Outdoor games: none  Handiwork: wood carving
Read: little  Preference: newspapers  Kind: news
Have Travelled: much  Like to travel: much  For a living: no
Best studies: Science, Math.  Plan next year: school
Good Conversationist: fair  At ease with strangers: no
Like to lead: no  Co-operative: yes  Work accurate: good

Home Conditions

Number of brothers: 1  Number of sisters: 2  Parents own home: yes
Financial status: average  Living conditions: good
Personality Inventory, Bernrutt, Kuhlmann

Neurotic Tendency 95 Self-Sufficiency 92 Intro-Extroversion 96

Dominance-Submission 92 Confidence 94 Sociability 14

Thurstone Employment Clerical, Broad Accuracy, Combined

Minnesota Vocational for Clerical Workers, Average, Hum Kuhlmann, I.Q. 105.1 NAME, Age Diff. 48

Glick Scholastic, Score 64, Grade 7-7, Ment 1 +, Alt 12 = 15-11

Detroit Mechanical Aptitude, Age Norm 15-11, I.Q. 120.6

Rogers Mathematical Ability Percentile 104, Rating (9th) Average

Luria Language, Expectation of being in 30th Percentile 62

School Marks, Grades 7 & 8, E Excellent, G Good, F Fair, U Failure

Spelling E Reading E Arith E Language E History E Geography E

Spelling E Reading E Arith E Language E History E Gen. Sci. E

Modern School Achievement, Grade 7, Achievement Median 8.9

Strong Vocational Interest Blank, Farmer A, Printer A, Policeman B-, Forest Service C-, Musician A, C.P.A. C-, Group 1 A

Group 2 E, Group 5 C plus, Group 8 B-, Group 9 B-, Group 10 B plus, and Occupational Level 46 or A.
Analysis.

Boy No. 17, I. Q. 121, Ratings, College, or Art School, Professions. Alpha score 114, Rating, Professions. His scholastic aptitude test was low, but his mental age is plus 3-9. His mathematical aptitude percentile was 90 and his language aptitude percentile was 69. His 7th. grade achievement test was 8.9 and his school marks for the 7th. and 8th. grades were excellent. These findings indicate college. His clerical ratings were inferior, with a A rating for Detroit mechanical. In Personality he is neurotic, not at all self-sufficient, introverted, submissive, self-conscious and sociable. In vocational Interest, he scored A in two occupations of group 4 (not in keeping with his scholastic abilities), A in group 1, and B plus in group 9, and B in group 2.

He has expressed a choice as wood-worker, not much in line with his mental abilities. A previous choice was some form of artistic work, which checks the interest of group 1. He is the one pupil in Junior high to whom the teachers turn first for drawings and posters, and he has a great deal of ability along these lines and this would seem to be indicated by his analysis.
CHAPTER V

Summary and Conclusions

In the attempt to solve the problem with which this study started, "To discover individual abilities or characteristics which may be used as a base for Educational and Vocational Guidance; and to find out if it is possible in the eighth grade to guide students in a proper selection of high school subjects which will prepare them for a life vocation, which the student endeavors to select at this time, with the aid and guidance of the investigation", the students were given an opportunity to,-

1. Broaden their knowledge of occupational opportunities,
2. Acquire needed information concerning different careers,
3. Find out the educational training necessary for these careers,
4. Discover their own degree of intelligence, interests, abilities, and achievements,
5. Receive aid in the attempt to match their possessions with the necessary requirements of the vocation which they endeavored to select,
6. Receive aid in planning their high school course with the above end in view,
7. Plan for further education and training for their future career, and
8. Plan high school subjects in which success would be most liable, in view of rated abilities and past achievements.

Intelligence ratings were made, individual abilities in mathematics and language, in scholastic aptitude, in mechanical abilities and aptitudes, in clerical abilities, in personality and
interests, were all rated as objectively as the present day tests allow. It would seem that for educational guidance that some degree of success will be attained, in as far as predicting the educational future, by means of present and past educational achievement, is possible.

The failure for greater success in the educational guidance is included in the degree of objective measurements for such ratings as intelligence, school marks, achievement and the degree of success of vocational prediction is included in the above, as well as in, how objective the measurements of such characteristics as interest, aptitudes and personality are. On the occupational side, the lack of specific occupational requirements on an objective basis tends to limit the matching of the individual with the career. And to ascertain the degree of success of this study, there is the necessity of a long continued follow-up, first, in the rest of the school career to learn the degree of success of the subjects selected, later in the following training or further educational career and finally in the occupations selected and the degree of success in these occupations. This means further study of the individual, further study of the occupations as more and better means of testing both in a more objective manner are developed by further research.

In view of these difficulties, it would seem that further research is needed for,-

1. A better means for objective rating of the pupils for intelligence, school marks, achievement, special aptitudes, and general personal qualifications,
2. A better means of rating, on an objective basis, the specific occupational requirements, so that these may be better matched with the student ratings, and
3. More information as to the proper time in the school career when the educational and vocational guidance should start and by whom the information should be given, and how such information should be imparted to the students.

Allowing for the foregoing limitations and applications, it would seem that, due to the great interest aroused in the students concerning self and the future in society, the student will have a better chance for educational success than he would have without this study, and that vocationally he will at least be alive to his possibilities and the possibilities of future society.
## APPENDIX

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White Lake Junior High, 8th Grade, Jun and Aug, 1939.

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| Mental Ability Tests, 1939, Senior High School, Bellville High School, Junior High School, and Junior High School | Form A | Form B | Form C | Form D | Form E | Form F | Form G | Form H | Form I | Form J | Form K | Form L | Form M | Form N | Form O | Form P | Form Q | Form R | Form S | Form T | Form U | Form V | Form W | Form X | Form Y | Form Z |
Mental Ability Test, 1950, Arkansas-Kansas City, Kansas City Public Schools.
Belle Chasse Junior High School, 254. Grade 7-8.

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Thurston Employment Clerical & Elementary Vocational Clerical  
Belle Glade Junior High, 8th Grade, 1939

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**Note:** The table is a summary of test results for different students at Orleans Modern Language School, possibly including scores, grades, and expectations for future performance.
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ACKNOWLEDGMENTS

The writer desires to express appreciation to Professor W. S. Welles under whose direction and supervision this study was made; to Mr. A. W. Purvis for his assistance in Thesis planning; to Professor H. N. Glick for his information concerning Vocational Guidance; and to the other two members of my committee.

My thanks are due to the students of Belle Glade Junior High School who were so interested in the testing program, in the study of the "Careers" and in the study of their career; to my wife, Florence Brown Bartlett, and to my daughter, Ann Kathleen Bartlett, who helped with the testing program; and to Miss Valera Fitch, who helped in the typing of this thesis.

To all others who have been concerned directly or indirectly, I wish to express my thanks.
Approved by

W. H. V. Wells

Date: August 15, 1939

W. H. Van Gelder