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Occupational Aspirations of High School Seniors as a Function of Their Standings in School and Family Backgrounds

Richard Wilbur Anderson
Loyola University Chicago

OCCUPATIONAL ASPIRATIONS OF HIGH SCHOOL SENIORS AS A FUNCTION OF THEIR STANDINGS IN SCHOOL AND FAMILY BACKGROUNDS

by

Richard W. Anderson, S.J.

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LIFE

Richard Wilbur Anderson, S.J., was born in Chicago, Illinois, December 28, 1934.

He was graduated from St. Ignatius High School, Chicago, Illinois, June, 1952, and from Xavier University, Cincinnati, Ohio, August, 1957.

After studying one year at the University of Iowa, Iowa City, Iowa, he entered the Society of Jesus, taking vows of religion, September, 1955.

The author began his graduate studies at Loyola University in September, 1957.

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CHAPTER I

THEORETICAL PERSPECTIVES

"We conceive action," writes Talcott Parsons, "to be oriented to the attainment of goals, and hence to involve selective processes relative to goals."[1] All the components of systems of actions are subject to evaluation as desirable or undesirable, useful or useless, pleasing or displeasing. Within the social system a child can be looked upon as an actor not remaining unchanged but developing qualities as the socialization process itself takes place.[2] One of the situations in which the adolescent must be oriented is the choice of an occupation which will determine his social position and his economic welfare. What are the motivational factors that are influencing him in such a situation? What are the values and goals that the adolescent boy considers when choosing a career? What are the influences encouraging aspiration to one occupation rather than another? In the hope of gaining a better perspective to these questions, many variables previously studied in relationship to occupational aspirations will be considered in this chapter.

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[1]Charles P. Loomis and Zona K. Loomis, Modern Social Theories (Princeton: D. Van Nostrand Co., 1961), p. 331.

[2]Ibid.

The socialization process is complex, continuous, life-long. It is a "process of mutual influence between a person and his fellow men, a process that results in an acceptance of and adaption to, the patterns of social behavior."[3] Every adolescent's social behavior bears the marks of his personal history in relation to his parents, his siblings, his play-group, and his teachers, as well as the imprint of the cultural controls.[4]

Although adolescence usually draws the process of socialization away from the family, it is, of necessity, to some degree a continuity of family socialization. Well into adolescence, parental and familial socialization continues.

> The process of socialization certainly does not begin with adolescence. The child from birth onward has been exposed to the influences that bear on the process, and all this while parental example has been a most potent teaching technique. But during adolescence the young person becomes acutely conscious of the process of adapting himself to wider social demands. While heretofore attitudes and feelings have been absorbed from parents rather unconsciously, the adolescent now becomes aware of social behavior--especially the learning of the appropriate sex role. In the ideal situation, and probably in the majority of cases, the girl attempts to emulate her mother, and the boy accepts his father as the model. This is true despite the tendency to repudiate parental domination.[5]

The basic influence of the parents receives support in a study done by

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[3]Joseph Henry Fichter, Sociology (Chicago: University of Chicago Press, 1957), p. 22.

[4]Allison Davis, "Socialization and Adolescent Personality," The Forty-Third Yearbook of the National Society for the study of Education, ed. Nelson B. Henry (Chicago, 1944), I, 198.

[5]Harold W. Bernard, Adolescent Development in American Culture (New York: Harper and Brothers, 1957), p. 439.

Elkin and Westley[6] even in the face of a good deal of sociological evidence for the existence of a non-familial or even contra-familial adolescent subculture.[7] In an upper-middle class suburban setting these investigations found empirical evidence for continuing family influence and continuity in socialization.

> Family ties are close and the degree of basic family consensus is high. The parents are interested in all the activities of their children, and the adolescents, except for the area of sex, frankly discuss their own behavior and problems with them. In many areas of life, there is joint participation between parents and children . . . The parents express relatively little concern about the socialization problems or peer group activities of their children. In many respects, for this given sample of adolescents, the continuity of socialization is far more striking than the discontinuity.[8]

The influence of the family has been studied with respect to such variables as values[9] and vocational aspiration level.[10] In one work,

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[6]Frederick Elkin and William Westley, "The Myth of Adolescent Culture," American Sociological Review, XX (December, 1955), 680-694.

[7]Albert K. Cohen, Delinquent Boys, the Culture of the Gang (Glencoe: The Free Press, 1955); James S. Coleman, The Adolescent Society (Glencoe: The Free Press, 1961); August B. Hollingshead, Elmtown's Youth (New York: John Wiley and Sons, 1949).

[8]Elkin and Westley, p. 682.

[9]Melvin L. Kohn, "Social Class and Parental Values," American Journal of Sociology, LXIV (January, 1959), 337-351; Alexander R. Martin, "A Study of Parental Attitudes and Their Influence on Personality Development," Education, LXIII (June, 1943), 596-608; Harry K. Schwarzweller, "Values and Occupational Choice," Social Forces, XXXIX (December, 1960), 116-125. Richard L. Simpson and Ida H. Simpson, "Values, Personal Influence, and Occupational Choice," Social Forces, XXXIX (December, 1960), 126-135.

[10]Russell R. Dynes, Alfred C. Clarke, and Simon Dinitz, "Levels of Occupational Aspiration: Some Aspects of Family Experience as a Variable." American Sociological Review, XXI (April, 1956), 212-215; Richard M. Stephenson, "Orientation and Stratification of 1000 Ninth Graders," American Sociological Review, XXII (April, 1957), 204-212.

nearly all of the adolescents traced their value patterns to parental influence, and, with a similarly high frequency, they either denied or indicated as slight the influence of school, church, and peer group on values.[11]

A considerable part of the adolescent's job horizon is defined by the family itself, a medium through which cultural imperatives are brought to bear on the growing child. Middle class parents have higher educational expectations of their children than do the parents from the lower classes. Lower-middle class parents have exerted a push to motivate their children to study their lessons; they have kept steadily before their children the status goals of a high school education, a skilled or white collar occupation. The goals presented to the lower class white or Negro, however, have been shown to be basically unlike those in the lower-middle class.[12]

> A child's social learning takes place chiefly in the environment of his family, his family's social clique, and his own social clique. The instigations, goals, and sanctions of both the family and of the intimate clique are a function principally of their class ways, that is, of the status demands in their part of society. The number of class controls and dogmas which a child must learn and struggle usually to maintain, in order to meet his family's status demands as a class unit, is great. Class training of the child ranges all the way from the control of the manner and ritual by which he eats his food to the control of the choice of playmates and of his educational and occupational goals.[13]

There is probably no greater influence on a young man's vocational ambitions than the occupation of his father. Most studies have shown the

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[11]Gordon W. Allport, Philip Vernon, and Gardner Lindzay, Study of Values (Boston: Beacon Press, 1951).

[12]Allison Davis, "American Status Systems and the Socialization of the Child," American Sociological Review, VI (June, 1941), 353.

[13]Ibid., p. 352.

father's influence on a son's choice of a career to be crucial.[14] In proportion as the father's work is looked upon as successful and happy, the child will look upon that kind of work in favorable terms.

On the whole, most studies support the view that there is a strong tendency for a son to be found in the same occupational category as the father. Rogoff in comparing the occupational inheritance in two generations in Marion County, Indiana found this to be more true of the skilled workers than the professionals,[15] yet Caplow found occupational inheritance to be much more frequent among the children of physicians who can take over their father's practice intact than among the children of architects who cannot.[16] According to NORC findings, the major number of employees in any specific type of work are persons who are following in their father's occupational footsteps.[17] In this connection James S. Coleman's recent study, The Adolescent Society, confirms these earlier findings. In his analysis of nine different high schools in the Illinois area he found that 23 per cent

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[14]Dorothy T. Dyer, "The Relationship Between Vocational Interests of Men in College and their Subsequent Occupational Histories for Ten Years," Journal of Applied Psychology, XXIII (April, 1939), 280-283; William G. Dyer, "Parental Influence on the Job Attitudes of Children from Two Occupational Strata," Sociology and Social Research, XLII (January, 1958), 203-206; Erland Nelson, "Fathers' Occupations and Students' Vocational Choices," School and Society, L (October, 1939), 572-576.

[15]Natalie Rogoff, Recent Trends in Occupational Mobility (Glencoe: The Free Press, 1953), p. 57.

[16]Theodore Caplow, The Sociology of Work (Minneapolis: University of Minnesota Press, 1954), p. 77.

[17]Paul K. Hatt and C. C. North, "Jobs and Occupations: A Popular Evaluation," Class, Status and Power, ed. Reinhard Bendix and Seymour Lipset (Glencoe: The Free Press, 1957), p. 424.

of the students from small town schools wanted to go into their father's occupation, whereas less than ten per cent of the adolescents from the city and suburban schools wanted to follow in their father's footsteps.[18]

Another variable that seems to cut across the socializing agencies and across the adolescents in the socialization process is social class. In one of the articles in Theories of Society, Edmond Goblot considers the question: Is it social class that determines the occupation that one chooses or is it the occupation chosen that determines one's social class? He responds that it is both. Once an occupation has been selected, it imposes a certain set of mores, ideas, and feelings on the individual choosing it. Yet class could also be looked upon as preceding occupational choice. Before embarking upon a definite career, a man belongs to a class because of his family, his connections, his education, his culture, and this will inevitably influence his choice of occupations.[19] This second consideration of social class will be given special consideration in this thesis.

Considerable investigation has studied the relationship between social class and occupational choice.[20] Less has been studied on social

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[18]Coleman, p. 7.

[19]Edmond Goblot, "Class and Occupation," trans. Jesse Pitts, Theories of Society, ed. Talcott Parsons, Edward Shells, Kasper D. Naegele, Jesse R. Pitts (New York: Free Press of Glencoe, Inc., 1961), I, 536.

[20]Reinhard Bendix, Seymour M. Lipset, and Finn T. Malm, "Social Origins and Occupational Career Patterns," Industrial and Labor Relations Review, VII (January, 1954), 246-261; Paul L. Boynton and Ruth D. Woodwine, "The Relationship Between the Economic Status of High School Girls and Their Vocational Wishes and Expectations," Journal of Applied Psychology, XXVI (August, 1942), 299-344; Enid H. Galler, "Influence of Social Class

class and occupational aspirations among teen-agers. In one of the few studies on the latter, August B. Hollingshead found that 77 per cent of the top two classes of Elmtown adolescents were oriented toward the higher studies of law, medicine, engineering, architecture, physics and chemistry. In the third class only 36 per cent of the boys wanted vocations along the professional line, a drop of 41 per cent from the top two classes. A further drop was noted in the fourth class when only 23 per cent of the Midwestern adolescents aspired to enter the various professions. In the lowest class only 7 per cent showed interest in the professions.[21] Hollingshead concluded:

> The pattern of vocational choices corresponds roughly with the job patterns associated with each class in the adult work world. Therefore, we believe that the adolescents' ideas of desirable jobs are a reflection of their experiences in the class and family culture complexes. These adolescents are not only aware of the differential prestige attached to vocations, but they also know the position of themselves and their families in the prestige system, and they understand the connection which exists between the father's occupation and the family's economic and prestige position.[22]

Other studies have substantiated Hollingshead's findings. Lamar T. Empey in a study of high school seniors asked the members of his sample to indicate the careers they hoped to enter. The choices of middle and upper class respondents were found to be consistently higher than those of seniors

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on Children's Choices of Occupations," Elementary School Journal, LI (April, 1951), 439-445; Leonard Reissman, "Levels of Aspiration and Social Class," American Sociological Review, XVIII (June, 1953), 233-242.

[21]Hollingshead, p. 283.

[22]Ibid., p. 285.

from lower class families.[23] Nelson's study showed that children from the lower socioeconomic levels tended to aspire to occupations which are higher than their parents, while those who came from more privileged homes tended to have preferences for vocations which are at the same, relatively high, levels as those of their parents.[24]

While occupational aspirations are related to social class, there is also evidence that educational aspirations also vary with social class. Education is often viewed as one of the major gateways to high status occupations. Therefore, selection of a particular curriculum in high school will encourage or restrain mobility. A student in selecting a certain curriculum--general, academic, vocational, or other, has not only chosen a set of vocational possibilities but he has also rejected a number of occupations to which his chosen curriculum does not lead. Factors leading to choice of curriculum as a consequence influence occupation aspiration. Social class is obviously one of these factors.

Up to this point attention has been focused on the occupational aspirations as related to social class. Within a given class the family, and in particular the role of the father, have been seen to play an important role in the teaching of values and goals to the child whether it be concerning the choice of a curriculum in high school or the choice of an occupation in later life. Social class, however, is not the only variable that has been investigated in relation to occupational aspiration.

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[23]Lamar T. Empey, "Social Class and Occupational Aspiration: A Comparison of Absolute and Relative Measurement," American Sociological Review, XXI (December, 1956), 706.

[24]Nelson, p. 525.

In a recent study investigating the influence of religion upon career plans and occupational values of college graduates, the Jews were found to be more inclined to law and medicine; Catholics more inclined to business; and Protestants more inclined to education and other professions.[25] In contradiction to Weber's thesis of the Protestant Ethic, this study found that when asked what the most important characteristic was in the election of a career, Catholics were found to be more interested in making money than Protestants who placed a higher value on being helpful to others. The Jews scored highly on monetary ambition but also on the desire for creativity and a chance to work in a world of ideas.[26]

The ethnic or racial group to which an individual belongs has also been studied. Rogoff found that the unskilled and service classes represented the occupational destination of two-thirds of all Negro sons.[27]

The location in which the adolescent grows up is another important consideration affecting an individual's career goals. A different set of ambitions and occupations have been found in the rapidly growing area of Southern California as compared to a stable or declining area in some parts of New England or the southern border states.[28] When the population of a town is dependent on a single industry for its living, the probability that

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[25]Andrew M. Greeley, "Influence of the 'Religious Factor' on Career Plans and Occupational Values of College Graduates," American Journal of Sociology, LXVIII (May, 1963), 662.

[26]Ibid., p. 663.

[27]Rogoff, p. 71.

[28]Edward Gross, Work and Society (New York: Thomas Y. Crowell, 1958), p. 156.

a child will enter that industry is greater than it would be otherwise.

Apart from these social factors, what role does the intellectual ability of the adolescent play in the choice of his occupation? In his study on the relationship of intelligence to occupational aspiration, Donald E. Super found that the more intelligent the person, the more likely he is to aspire to a higher level occupation; the less intelligent the person, the more likely he is to be interested in a lower level occupation.[29]

Yet it should be remembered that intellectual ability does not necessarily mean academic success. One educational authority has indicated that the frequent discrepancy that is found between the two can be explained on the basis that study habits, interest, motivations, persistence, emotional qualities as well as intelligence all play an important part.[30] In the Elmtown study involving 735 students, Hollingshead found that only 11 per cent of the adolescents in the lowest class had an I.Q. below 90, yet 89 per cent of those who completed a semester or more of high school failed at least one course.[31]

There have been other aspects that have been investigated regarding occupational aspirations: sex, age, and personal values. Certain jobs are "men's jobs"; others are "women's jobs." The aspirations of the elementary school child are different from those of the high school child. In

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[29]Donald E. Super, The Psychology of Careers (New York: Harper and Brothers, 1957), p. 203.

[30]Otto Klineberg, "Mental Tests," Encyclopedia of the Social Sciences, (New York: Macmillan, 1937), V, 327.

[31]Hollingshead, p. 174.

adolescence, values begin to stabilize and, according to Ginzberg, by seventeen seem to be an important factor in vocational choice.[32] The goals the individual sets for himself, the things in life that are important to him, begin to influence him and to affect the choices indicated by his ability and interests.

The results of a recent National Opinion Research Center study showed that 49 per cent of a total national sample answered that a young man should consider when choosing a life's work the congeniality of the career pattern to the individual's personality, interests, and individual qualifications, and 32 per cent answering in terms of direct economic considerations such as security, wages, the steadiness of employment.[33]

In another study when high school students were asked to express their preference for one of three types of jobs (a low income but secure job, a job with good pay but with a 50-50 risk of losing it, or a job with extremely high income and great risk), the responses differed markedly by class. With each upward step in the social hierarchy, the proportion who chose the high-income but great risk alternative increased. Only 14 per cent of youth from labering families chose this alternative as contrasted with 30 per cent from executive and professional families. These results led Hyman to suggest that "the poor cannot accept the risk in becoming less poor."[34]

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[32]Eli Ginzberg et al., Occupational Choice (New York: Columbia University Press, 1951), p. 82.

[33]Hatt and North, p. 419.

[34]Herbert H. Hyman, "The Value Systems of Different Classes: A

Viewing the adolescent as an actor within a social system, he has been seen to have relationships to both nonsocial and social objects. He himself of a certain age, of a certain sex, of a certain intellectual ability, of a certain achievement-ranking in high school, of a certain ethnic and religious group, of a certain geographical location, of a certain mother and father has made a curriculum choice and is making a career choice. The values and goals he has may or may not be in agreement with the parental values and occupational aspirations of his parents, who have presented to him the values of a certain social class.

Previous studies have indicated that of all the factors influencing the aspirations of high school students to certain careers the main reason seems to stem from the family background of the student himself. His father's occupation would be the starting point for his aspirations; the student would want at least a similar or higher prestige career. Most of the studies have examined the aspirations of students in schools offering a choice between vocational and college preparatory courses. No investigations within and between college preparatory schools as to the factors accounting for the differences in occupational preferences have been found.

The purpose of this thesis then will be to consider the various factors influencing the aspirations of high school seniors in college preparatory schools. The main hypothesis of this thesis is that occupational aspirations are less a function of a student's mental ability,

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Social Psychological Contribution to the Analysis of Stratification," Class, Status, and Power, ed. Reinhard Bendix and Seymour Martin Lipset (Glencoe: The Free Press, 1957), p. 433.

his achievement-ranking, and curriculum choice than they are a function of his family background which includes his father's occupation, parents' nationality, and parental aspirations for him.

Two secondary hypotheses that will be investigated are that: 1) students with higher scholastic achievements will have higher or more professional aspirations than will students with high IQs who have low achievements; 2) interest, service, and ability will be more motivational in the choice of a vocation than will money and prestige.

CHAPTER II

METHODOLOGICAL CONSIDERATIONS

Given the theoretical dimensions of the first chapter and the main hypothesis that occupational aspirations are less a function of a student's standings in the school than they are a function of his family background, it is necessary to consider the schools that were chosen for this study together with the sampling techniques that were involved. The methods of collecting and analyzing the data, specific problems concerning the questionnaire that was used, and certain definitions pertinent to this study will also be considered.

The Schools Chosen

Since the purpose of this thesis is to make comparisons within and between schools that are college-oriented, it was necessary to look for two college preparatory schools having specific similarities as well as dissimilarities. The similarities looked for included: offering only college preparatory courses, having similar I.Q. requirements, instructing students predominantly of the same age, religion, and race. Representation from the various social classes was looked for in each of the schools, so that there would be responses from all members of the social class continuum.

One of the main dissimilarities looked for when considering a choice

of the schools in this study was a location of the schools in different cities, since the ecological conditions and general culture of the area in which a child is brought up has been considered important in influencing an adolescent's aspirations. Ethnic background differences were also desired since the Americanization factor seemed important.

Two Midwestern schools with such requirements were found in cities some three hundred miles apart. Both schools were thought to be predominantly middle-class, although they would have representations from the other social strata. Both schools were selective in demanding similar entrance requirements before acceptance into first year of high school. Both schools offered their students at the end of sophomore year a choice among three college preparatory courses. The nationality differences of one school appeared to be different from those of the other. Detailed descriptions of the two schools will be given individually in the next two chapters.

The Problem of Sampling

Once the cooperation of the principals from these two schools had been received, the enrollment from each of the senior classes in this study almost reached 250. Within the scope of this thesis it would seem to be unnecessary to interview or question approximately 500 students, so a sampling procedure was necessary.

Since one of the areas to be investigated as the area of curriculum choice, and in both schools the curriculum choice did not restrict a student for further educational pursuits as the choice between a college preparatory and general or vocational choice had done in other studies, it seemed

important then to have a representation of the different curricula that were being offered in each of the schools: the classical, the scientific, and the academic. This then was the primary basis for sampling.

Each of the schools contained seven senior classes, two of which were taking the classical sequence of studies, three of which were following the scientific sequence, and two of which were pursuing the academic course. The exact differences among these sequences will be treated at the end of this chapter. It was decided to administer a questionnaire to one class in each of the curricula of both schools. The class was chosen on the basis of the best overall representation of the group.

Two of the six classes involved in this study included only twenty-nine students. In reviewing the questionnaires for accuracy and validity, four papers in each of these classes were rejected for either incompleteness or inconsistency. Twenty-five questionnaires were then available from two of the possible three curriculum choices in one school. To have a consistent numerical representation in each of the courses, it was decided to have an equal number of respondents from the other four courses. In those classes where more than twenty-five questionnaires were available a random selection was made, resulting in there being twenty-five respondents in each curriculum selection from the two schools.

The Questionnaire

Before the actual questionnaire that was to be used was constructed, a perusal of other studies regarding occupations and occupational aspirations was made. Although there is an abundant source of material concerning

occupations, not too much has been done with the occupational aspirations of high school seniors. Helpful sources, however, did include: the Purdue Opinion Panel Poll, "Youth Looks at Education,"[1] the NORC study on "Jobs and Occupations,"[2] and James Coleman's The Adolescent Society.[3] The summer before the questionnaire was constructed, July, 1961, a pilot study was conducted in two other high schools that were similar to the ones that would be considered in the thesis. Both of these schools were college preparatory schools offering only college preparatory courses. The occupational aspirations and motivations noted by the students determined the ten occupational choices that were used for one of the main questions of the thesis.

Once the questionnaire had been constructed, a pre-test was arranged for the fall of 1962 and given to another college preparatory school. These students were asked to give comments on any questions that were not clear. After studying the comments that had been made by these thirty-five students, the questionnaire, as it appears in Appendix I, was constructed. It was administered to three classes of high school seniors in two different Midwestern schools during the first week of May, 1963. This time of year was chosen because by then most of the college transcripts had been sent

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[1]Purdue Opinion Panel Poll, Youth Looks at Education (Purdue, 1959).

[2]National Opinion Research Center, "Jobs and Occupations: A Popular Evaluation," Opinion News, IX, 1947, 3-13.

[3]James S. Coleman, The Adolescent Society (New York: Free Press of Glencoe, 1961).

by the students to the college of their choice for the coming year.

The actual administration of the questionnaire was not done by the researcher himself since he did not want the students themselves to know that he, a teacher in one of the schools, was conducting the research. The students were told during a homeroom period that one of the universities had selected their high school for this research project. At the heading of the questionnaire, it was indicated that this study was being conducted by "University Research."

To insure the confidence of the students, they were asked not to write their names on the questionnaire itself. The completed questionnaire was placed in an envelope that had been given them and sealed. They were asked to place their name in the upper right-hand corner in order to obtain their I.Q. ratings and achievement-rankings from the office files. They were assured that once these two marks had been recorded on the questionnaire, the envelope with their name on it would be destroyed and the anonymity of their responses preserved. This is the exact pattern that was followed. The students were assured that no reference would ever be made to them by name in the course of the study and that none of their teachers would see what they had written on the questionnaires.

Once the intelligent-quotients and achievement rankings had been recorded, the responses of the questionnaires were then coded on cards, a sample of which is included in Appendix II. An analysis of the data was made from these cards.

Definitions

At the outset, it is important to note the meaning of the various

terms that are used in this thesis. Aspirations may be viewed in two ways: either absolutely or relatively. An absolute aspiration would be one that an individual sought regardless of his present position. A relative aspiration would be one that the individual set as his goal mindful of his present position.[4] The present work concerns itself with relative aspirations, aspirations that are related to an adolescent in the social structure with a certain intellectual make-up, achievement ranking in high school, and high school curriculum choice made. He is of a certain social class with definite values regarding occupations.

The students involved are all male high school seniors in their final month of school before graduation, living in the Midwest, yet of different social classes, mental abilities, and scholastic achievements in two high schools.

By student's standings in the school is meant three things: mental ability, achievement ranking, and curriculum choice. His mental ability was determined by an I.Q. examination that was administered before his acceptance into first year of high school.[5] His achievement ranking was determined by the relationship to the other members of his class at the end of seven semesters of high school. This ranking was determined by averaging these seven semesters of high school and then arranging the numbers in rank order. By curriculum choice is the selection that the

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[4]Richard A. Cloward and Lloyd E. Ohlin, Delinquency and Opportunity: A Theory of Delinquent Gangs (New York: Free Press of Glencoe, 1960), p. 87.

[5]I.Q. scores were based on Henmon-Nelson Form B.

the student had made at the end of second year high school regarding the subjects he would take during the final two years of high school. The first course that was offered placed an emphasis on the humanities stressing Greek and Latin while at the same time offering courses in English, mathematics, and science. This was called the classical program as contrasted to a second sequence, the scientific, which placed more emphasis on science and mathematics and offered only one foreign language (French, Spanish, or Latin). The third curriculum election offered no mathematics, only one course in science, and a modern language; it was a general course and will be referred to in the thesis as the academic course. In spite of the variations, all of these curricula were definitely college preparatory.

By family background is meant father's occupation, father's educational level, ethnic background, social class, and parental aspirations for the students. Social class was determined by using Hollingshead's Two Factor Index of Social Position.[6]

To determine the social position of an individual two items according to Hollingshead were essential: the precise occupational role of the head of the household and the amount of his formal schooling. The occupational factor is scaled according to the following system of scores: 1) higher executives, proprietors of large concerns, and major professionals; 2) business managers, proprietors of medium sized businesses, and lesser professionals; 3) administrative personnel, small independent businesses, and minor professionals; 4) clerical and sales workers, technicians, and

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[6]August B. Hollingshead, Two Factor Index of Social Position (New Haven: By the author, 1957).

owners of little businesses; 5) skilled manual employees; 6) machine operators and semi-skilled employees; and 7) unskilled employees.

The educational factor is scaled into seven positions: 1) graduate professional training; 2) standard college or university graduation; 3) partial college training; 4) high school graduates; 5) partial high school; 6) junior high school; 7) less than seven years of school.

The factors of education and occupation are then combined by weighing individual scored obtained from the scale positions. The weight for the occupation factor is seven, whereas the weight for the education factor is four. To calculate the Index of Social Position for an individual the scale value for occupation is multiplied by the factor weight for occupation, and the scale value for education is multiplied by the factor weight for education. Then the scores from the two factors are divided into groups of scores, the range of computed scores forming the following social classes:[7]

Social Class	Range of Computed Scores
I	11-17
II	18-27
III	28-43
IV	44-60
V	61-77

Ethnic background in this study has reference to the generation that the student is an American: whether he is first, second, or at least third generation American.

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[7]Ibid., p. 10.

Concluding Remarks

In the first two chapters the theoretical and methodological dimensions that were involved in the present thesis were examined. In Chapter III a brief description of St. Thomas High School and a detailed description of the results gathered from the questionnaires will be given. Chapter IV will consider the same things for St. John High School. The final chapter will concern itself with a comparison between the two schools to determine if the ecological and cultural conditions of the two different settings is of importance in understanding the students' responses in these college preparatory schools. It will also summarize the results of this study and compare them with other studies of a similar nature.

CHAPTER III

FINDINGS FROM ST. THOMAS HIGH SCHOOL

Located in a predominantly German-ancestored-city of about 500,000 paople, St. Thomas High School offers college preparatory courses to some 1,200 students, ninety-nine per cent of which are of the Roman Catholic faith. Despite the fact that the enrollment for the academic year 1962-1963 was 1,203, only 225 seniors were graduated in June, 1963. The academic standards at St. Thomas High School are high. The average drop out between first and second year is around seventy students. Usually between second and third year another thirty-five students change schools. Of the 460 students who took the entrance examinations, 320 were accepted at St. Thomas High for the freshman class of September, 1963.

The data in this chapter has been gathered from seventy-five seniors of the class of June, 1963. Four major topics are considered in the following order: a description of the sample, the occupational aspirations of the students, the occupational values, first in terms of the students, and secondly in terms of their parents' aspirations and values.

Intellectual ability of the sample

Concerning the intellectual level of the students from St. Thomas High School, as was expected from the high demands required for admission

into first year of high school, the median I.Q. of the group was high, 119. No student had a score under 100. The exact distribution of scores can be seen from Table 1.

TABLE 1

DISTRIBUTION OF I.Q. SCORES BASED ON HENMON-NELSON FORM B GIVEN IN 1959

Ranges and Scores	Frequency	Per Cent
100-109	10	13.3
110-119	28	37.3
120-128	20	26.7
129 and above ...	17	22.7
Total	75	100.0

In order to check upon the reliability and consistency of the intelligence test that had been given to this class in the eighth grade, a second I.Q. examination was administered to the senior class during their final semester of high school. It is interesting to note that in most cases the scores were higher in senior year, but, as is shown in Table 2, there is a median decrease of eight points in the academic or general course.

There seems to be a definite correspondence between the curriculum taken and intellectual ability, and between the curriculum and achievement ranking. Both of these relationships are supported in Table 3 where comparisons have been made among the I.Q. and achievements of the different curricula. Ninety-six per cent of those in the classical course had an

I.Q. of 120 or above, 60 per cent of them having an I.Q. of 129 or more. Seventy-two per cent of those in the classical curriculum placed in the top 20 per cent of the senior class when the achievement rankings were made. Although the mental abilities of both the scientific and academic courses were similar, 92 per cent of those in the academic course scored in the bottom 40 per cent of the senior class, 68 per cent of them placing in the bottom 20 per cent of the class.

TABLE 2

COMPARISON BETWEEN I.Q. MEASUREMENTS OF SAMPLE IN 1959 AND 1963

Curriculum	I.Q. Increase		I.Q. Decrease		TOTAL	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Classical	19	76.0[a]	6	24.0	25	100.0
Scientific	19	76.0[b]	6	24.0	25	100.0
Academic	7	28.0	18	72.0[c]	25	100.0
Total	45	60.0	30	40.0	75	100.0

[a]Median change for classical course was nine points higher on the Henmon-Nelson Form B examination.

[b]Median change for scientific course was seven points higher.

[c]Median change for academic course was eight points lower.

Therefore, it is shown that those of higher intellectual ability at St. Thomas High School tend to take the classical course, and that the achievement ranking at the end of seven semesters corresponds to the curriculum pursued in third and fourth year: those in the classical course

TABLE 3

I.Q. IN SPECIFIC CURRICULA RELATED TO ACHIEVEMENT RANKING

Achievement Ranking According to Percentiles	I.Q. of Students									
	Number					Per cent				
	100-109	110-119	120-128	above 128	Total	100-109	110-119	120-128	above 128	Total
Classical Course										
0-19	..	..	..	..	..	0.0	0.0	0.0	0.0	0.0
20-39	..	..	..	..	..	0.0	0.0	0.0	0.0	0.0
40-59	..	..	1	..	1	0.0	0.0	4.0	0.0	4.0
60-79	..	1	1	4	6	0.0	4.0	4.0	16.0	24.0
80-99	..	..	7	11	18	0.0	0.0	28.0	44.0	72.0
Total	..	1	9	15	25	0.0	4.0	36.0	60.0	100.0
Scientific Course										
0-19	..	..	..	..	..	0.0	0.0	0.0	0.0	0.0
20-39	..	3	..	..	3	0.0	12.0	0.0	0.0	12.0
40-59	3	3	3	1	10	12.0	12.0	12.0	4.0	40.0
60-79	1	4	2	..	7	4.0	16.0	8.0	0.0	28.0
80-99	..	4	1	..	5	0.0	16.0	4.0	0.0	20.0
Total	4	14	6	1	25	16.0	56.0	24.0	4.0	100.0
Academic Course										
0-19	6	8	2	1	17	24.0	32.0	8.0	4.0	68.0
20-39	..	4	2	..	6	0.0	16.0	8.0	0.0	24.0
40-59	..	1	1	..	2	0.0	4.0	4.0	0.0	8.0
60-79	..	..	..	..	..	0.0	0.0	0.0	0.0	0.0
80-99	..	..	..	..	..	0.0	0.0	0.0	0.0	0.0
Total	6	13	5	1	25	24.0	52.0	20.0	4.0	100.0

ranking at the top, and those in the academic course at the bottom.

Social Class of the Sample

The present analysis shows that in the St. Thomas sample, the majority of the students are from the middle class. Table 4 reveals that very few of the students are at either end of the social class continuum. In measuring the social class, as was mentioned in the second chapter, the occupation of the father coupled with his educational level was utilized as the index. Hollingshead's Two Factor Index of Social Position was employed in categorizing the data. Table 4 also shows that when comparing this sample with the Elmtown study, the social class level is higher in St. Thomas High than Hollingshead found in Elmtown.

TABLE 4

DISTRIBUTION OF SOCIAL CLASS ACCORDING TO HOLLINGSHEAD'S TWO FACTOR INDEX AS COMPARED TO HOLLINGSHEAD'S DISTRIBUTION IN THE ELMTOWN STUDY[a]

Social Class	St. Thomas High		Elmtown
	Number	Per Cent	Per Cent
I	6	8.0	0.7
II	12	16.0	5.4
III	33	44.0	24.1
IV	22	29.3	43.9
V	2	2.7	25.8
Total	75	100.0	99.9

[a]Percentage for Elmtown study taken from August B. Hollingshead's Elmtown's Youth (New York: John Wiley and Sons, Inc., 1949), p. 37.

Up to this point, the students of St. Thomas High have been viewed as a highly selective group participating in three different curricula in high school. Only the top students in the school seem to take the classical course; the requirements for this course seem to have been high mental ability and much work since the top scholastic achievements have come from the classical course. But one more question immediately presents itself: are the different social classes equally represented in the classical, scientific, and academic courses?

As can be seen from Table 5, social class seems to have some importance in the curriculum choice of the respondents. More than 50 per cent of the students from the bottom two social strata selected the academic sequence of studies, whereas less than one-fourth of the students from the other social classes had chosen this curriculum.

TABLE 5

DISTRIBUTION OF STUDENTS IN THE DIFFERENT CURRICULA ACCORDING TO SOCIAL CLASS

Curriculum	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
Classical	3	4	14	4	. .	25	50.0	33.3	42.4	18.2	0.0	33.3
Scientific	1	6	11	7	. .	25	16.7	50.0	33.3	31.8	0.0	33.3
Academic	2	2	8	11	2	25	33.3	16.7	24.4	50.0	100.0	33.3
Total	6	12	33	22	2	75	100.0	100.0	100.0	100.0	100.0	99.9

Table 6 also indicates that there appears to be some relationship between mental ability and social class. More than 60 per cent of the students in the top three social classes have I.Q. scores of 120 and above. The bottom two classes, however, have only 25 per cent of their group with scores of 120 and above. Therefore, it would seem that both I.Q. and social class are related to the curriculum choice at St. Thomas High.

TABLE 6

I.Q. DISTRIBUTION ACCORDING TO SOCIAL CLASS

Mental Ability	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
100-109	2	2	3	3	. .	10	33.3	16.7	9.1	13.6	0.0	13.3
110-119	. .	3	10	13	2	28	0.0	25.0	30.3	59.1	100.0	37.3
120-128	3	4	10	3	. .	20	50.0	33.3	30.3	13.6	0.0	26.7
129 and above	1	3	10	3	. .	17	16.7	25.0	30.3	13.6	0.0	22.7
Total	6	12	33	22	2	75	100.0	100.0	100.0	99.9	100.0	100.0

Ethnic Background

As can be seen from Table 7, the majority (62.7 per cent) of the students from St. Thomas High School were at least third generation Americans. It is interesting to note that there is a larger percentage of second generation Americans among the top two social classes than third generation Americans (Table 8). A consideration of the distribution of the students

TABLE 7

DISTRIBUTION OF STUDENTS ACCORDING TO NATIVITY OF PARENTS AND GRANDPARENTS

Americanization	Number	Per cent
First generation (at least one parent had been born outside of United States)	4	5.3
Second generation (at least one grandparent had been born outside of United States)	24	32.0
Third generation (both parents and grandparents had been born in the United States)	47	62.7
Total	75	100.0

TABLE 8

DISTRIBUTION OF SOCIAL CLASS OF STUDENTS ACCORDING TO ETHNIC BACKGROUND

Social Class	Ethnic Background							
	Number				Per cent			
	1st	2nd	3rd	Total	1st	2nd	3rd	Total
I	. .	4	2	6	0.0	16.7	4.3	8.0
II	1	5	6	12	25.0	20.8	12.8	16.0
III	2	9	22	33	50.0	37.5	46.8	44.0
IV	. .	6	16	22	0.0	25.0	34.0	29.3
V	1	. .	1	2	25.0	0.0	2.1	2.7
Total	4	24	47	75	100.0	100.0	100.0	100.0

in the different curricula shows the academic course to be the most popular choice for third generation Americans, which is not true of the second

generation members (Table 9).

TABLE 9

DISTRIBUTION OF STUDENTS IN DIFFERENT CURRICULA ACCORDING TO ETHNIC BACKGROUND

Curriculum	Ethnic Background							
	Number				Per cent			
	1st	2nd	3rd	Total	1st	2nd	3rd	Total
Classical	2	9	14	25	50.0	37.5	29.8	33.3
Scientific	1	9	15	25	25.0	37.5	31.9	33.3
Academic	1	6	18	25	25.0	25.0	38.3	33.3
Total	4	24	47	75	100.0	100.0	100.0	99.9

Occupational Aspirations

Various factors have been seen to influence the actual occupational aspirations of the seniors from St. Thomas High School: curriculum choice, mental ability, achievement ranking, father's occupational level, and social class. As can be seen from Tables 10 - 15, all of these weighed heavily in the student's first choice of an occupational level. Seven levels of occupations were used according to Hollingshead's division: 1) higher executives, proprietors of larger concerns, major professionals; 2) business managers, proprietors of medium sized businesses, and lesser professionals; 3) administrative personnel, small independent business-proprietors, and minor professionals; 4) clerical and sales workers, technicians, and owners of little businesses; 5) skilled manual employees; 6) machine operators and semi-skilled employees; 7) unskilled employees and the unemployed.

Eighty-four per cent of those in the classical course aspired to the first level of the occupational scale. A similar per cent (76) from the scientific course aspired to the same high level, while only 28 per cent from the academic course sought occupations there.

TABLE 10

CURRICULUM RELATED TO OCCUPATIONAL LEVEL OF PRIMARY OCCUPATIONAL CHOICE

Primary Occupational Level	Curriculum							
	Number				Per cent			
	Classical	Scientific	Academic	Total	Classical	Scientific	Academic	Total
1	21	19	7	47	84.0	76.0	28.0	62.7
2	3	3	8	14	12.0	12.0	24.0	18.7
3	1	3	5	9	4.0	12.0	20.0	12.0
4	. .	. .	1	1	0.0	0.0	4.0	1.3
5 - 7	. .	. .	4	4	0.0	0.0	16.0	5.3
Total	25	25	25	75	100.0	100.0	100.0	100.0

When studying the mental ability factor in the students' aspiration to top level occupations, those with high scores have as their occupational goals such jobs more than do the students with average abilities. As Table 11 demonstrates, more than three-fourths of those having an I.Q. of 120 aspired to the professional occupations, whereas only one-half of those under 120 manifested such aspirations.

TABLE 11

MENTAL ABILITY RELATED TO OCCUPATIONAL LEVEL OF PRIMARY OCCUPATIONAL CHOICE

Primary Occupational Level	Mental Ability									
	Number					Per cent				
	100-109	110-119	120-128	above 128	Total	100-109	110-119	120-128	above 128	Total
1	5	14	13	15	47	50.0	50.0	65.0	88.2	62.7
2	4	6	2	2	14	40.0	21.4	10.0	11.8	18.7
3	. .	5	4	. .	9	0.0	17.9	20.0	0.0	12.0
4	. .	1	. .	. .	1	0.0	3.6	0.0	0.0	1.3
5 - 7	1	2	1	. .	4	10.0	7.1	5.0	0.0	5.3
Total	10	28	20	17	75	100.0	100.0	100.0	100.0	100.0

The same progression was also noted when scholastic achievement was compared to the aspired occupational level (Table 12). The higher the achievement, the more professional the aspirations. Over twice as many indications were found in the top percentile than were found in the bottom percentile.

As Tables 13 and 14 bring out, both the occupational level of the father's occupation and the social class were directly related to the occupational level of aspiration of the son. The higher the social class, the larger the number of aspirations to top level occupations.

TABLE 12

ACHIEVEMENT RANKING RELATED TO OCCUPATIONAL LEVEL OF PRIMARY OCCUPATIONAL CHOICE

Primary Occupational Level	Achievement Ranking Percentile											
	Number						Per cent					
	0-19	20-39	40-59	60-79	80-99	Total	0-19	20-39	40-59	60-79	80-99	Total
1	6	4	8	9	20	47	35.3	44.4	61.5	69.2	87.0	62.7
2	7	1	2	2	2	14	41.2	11.1	15.4	15.4	8.7	18.7
3	. .	3	3	2	1	9	0.0	33.3	23.1	15.4	4.3	12.0
4	1	. .	. .	. .	. .	1	5.9	0.0	0.0	0.0	0.0	1.3
5 - 7	3	1	. .	. .	. .	4	17.6	11.1	0.0	0.0	0.0	5.3
Total	17	9	13	13	23	75	100.0	99.9	100.0	100.0	100.0	100.0

TABLE 13

OCCUPATIONAL LEVEL OF FATHER RELATED TO OCCUPATIONAL LEVEL OF SON'S PRIMARY OCCUPATIONAL CHOICE

Primary Occupational Level	Occupational Level of Father											
	Number						Per cent					
	1	2	3	4	5-7	Total	1	2	3	4	5-7	Total
1	6	8	20	10	3	47	75.0	72.7	66.7	55.5	37.5	62.7
2	1	2	6	3	2	14	12.5	18.2	20.0	16.7	25.0	18.7
3	. .	1	4	1	3	9	0.0	9.1	13.3	5.5	37.5	12.0
4	. .	. .	. .	1	. .	1	0.0	0.0	0.0	5.5	0.0	1.3
5 - 7	1	. .	. .	3	. .	4	12.5	0.0	0.0	16.7	0.0	5.3
Total	8	11	30	18	8	75	100.0	100.0	100.0	99.9	100.0	100.0

TABLE 14

SOCIAL CLASS RELATED TO OCCUPATIONAL LEVEL OF PRIMARY OCCUPATIONAL CHOICE

Primary Occupational Level	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
1	5	9	21	11	1	47	83.3	75.0	63.6	50.0	50.0	62.7
2	1	2	5	6	. .	14	16.7	16.7	15.1	27.3	0.0	18.7
3	. .	1	4	3	1	9	0.0	8.3	12.1	13.6	50.0	12.0
4	. .	. .	1	. .	. .	1	0.0	0.0	3.0	0.0	0.0	1.3
5 - 7	. .	. .	2	2	. .	4	0.0	0.0	6.1	9.1	0.0	5.3
Total	6	12	33	22	2	75	100.0	100.0	99.9	100.0	100.0	100.0

A consideration of the nativity backgrounds of the students as related to the occupational level of their primary occupational choice indicates third generation Americans to have a smaller percentage of students seeking top level occupations when compared with other generations (Table 15).

In comparing curriculum and social class with the specific primary occupational choice and not just with the occupational level, the differences are interesting. Sixty per cent of those in the academic course did not indicate one of the major professions as their top occupational preference. Instead they spread their choices to such occupations as: forest ranger, commercial artist, railroad manager, farmer, detective, butcher, mechanic, carpenter, fireman, and salesman. There was little agreement in their preferences, whereas in the classical curriculum

TABLE 15

ETHNIC BACKGROUND RELATED TO OCCUPATIONAL LEVEL OF PRIMARY OCCUPATIONAL CHOICE

Primary Occupational Level	Ethnic Background							
	Number				Per cent			
	1st	2nd	3rd	Total	1st	2nd	3rd	Total
1	3	18	26	47	75.0	75.0	55.3	62.7
2	1	3	10	14	25.0	12.5	21.3	18.7
3	..	1	8	9	0.0	4.2	17.0	12.0
4	..	1	..	1	0.0	4.2	0.0	1.3
5 - 7	..	1	3	4	0.0	4.2	6.4	5.3
Total	4	24	47	75	100.0	100.1	100.0	100.0

more than 50 per cent of the students indicated as their preference either the doctor or the engineer. More than 80 per cent of the students from the classical program had decided upon a major profession as their occupational choice. In the scientific sequence the engineering or law profession was sought by 40 per cent of the respondents. Eighty per cent of the students from the scientific program aspired to the major professions (Table 16).

A comparison between social class and specific choice of occupations shows the occupational preferences of the top two social classes (I and II) to be more towards the major professions. The lower the social class, the

more diversity in the selection of occupations (Table 17).

TABLE 16

CURRICULUM RELATED TO SPECIFIC PRIMARY OCCUPATIONAL CHOICE

Specific Choice	Curriculum							
	Number				Per cent			
	Classical	Scientific	Academic	Total	Classical	Scientific	Academic	Total
Accountant	1	1	. .	2	4.0	4.0	0.0	2.7
Dentist	. .	2	2	4	0.0	8.0	8.0	5.3
Doctor	9	2	2	13	36.0	8.0	8.0	17.3
Engineer	5	6	. .	11	20.0	24.0	0.0	14.7
Lawyer	2	4	2	8	8.0	16.0	8.0	10.7
Priest	1	1	. .	2	4.0	4.0	0.0	2.7
Scientist	3	2	1	6	12.0	8.0	4.0	8.0
Teacher	. .	2	3	5	0.0	8.0	12.0	6.7
Other	4	5	15	24	16.0	20.0	60.0	32.0
Total	25	25	25	75	100.0	100.0	100.0	100.0

TABLE 17

SOCIAL CLASS RELATED TO SPECIFIC PRIMARY OCCUPATIONAL CHOICE

Specific Choice	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
Accountant	. .	1	1	. .	. .	2	0.0	8.33	3.0	0.0	0.0	2.7
Dentist	1	1	. .	2	. .	4	16.7	8.3	0.0	9.1	0.0	5.3
Doctor	2	2	4	5	. .	13	33.3	16.7	12.1	22.7	0.0	17.3
Engineer	1	3	6	1	. .	11	16.7	25.0	18.2	4.5	0.0	14.7
Lawyer	. .	1	5	1	1	8	0.0	8.3	15.1	4.5	50.0	10.7
Priest	. .	1	1	. .	. .	2	0.0	8.3	3.0	0.0	0.0	2.7
Scientist	1	. .	3	2	. .	6	16.7	0.0	9.1	9.1	0.0	8.0
Teacher	. .	1	1	3	. .	5	0.0	8.3	3.0	4.5	13.6	6.7
Other	1	2	12	8	1	24	16.7	16.7	36.3	36.4	50.0	32.0
Total	6	12	33	22	2	75	100.1	99.9	99.9	99.9	100.0	100.1

A comparison between the ethnic background of the students and their specific primary occupational preferences indicates the medical and law professions as the major choices of third generation Americans. Second generation Americans were mainly interested in the medical and engineering professions. Table 18 also indicates nearly twice as many third generation Americans seeking occupational goals not of the major professions.

TABLE 18

ETHNIC BACKGROUND RELATED TO SPECIFIC PRIMARY OCCUPATIONAL CHOICE

Specific Choice	Ethnic Background							
	Number				Per cent			
	1st	2nd	3rd	Total	1st	2nd	3rd	Total
Accountant	. .	. .	2	2	0.0	0.0	4.2	2.7
Dentist	. .	2	2	4	0.0	8.3	4.2	5.3
Doctor	. .	5	8	13	0.0	20.9	17.0	11.3
Engineer	2	5	4	11	50.0	20.9	8.5	14.7
Lawyer	1	. .	7	8	25.0	0.0	14.9	10.7
Priest	. .	1	1	2	0.0	4.1	2.1	2.7
Scientist	. .	3	3	6	0.0	12.5	6.4	8.0
Teacher	. .	2	3	5	0.0	8.3	6.4	6.7
Other	1	6	17	24	25.0	25.0	36.2	32.0
Total	4	24	47	75	100.0	100.0	99.9	100.1

If these specific occupational choices are considered in terms of occupational inheritance, social class appears to be an important factor. While less than 20 per cent (16.0) of the sample desired the same occupation as their father either as their primary or secondary occupational choice, if one views the preferences in terms of social class, almost 40 per cent (38.9) of those in the top two social classes indicated that they desired the same occupation. Four students indicated as their primary vocational choice what their fathers had chosen as occupations: two doctors, one engineer, and one food broker. Eight of these seventy-five students chose as their second choice their father's way of life: one accountant, one butcher, one business executive, one decorator, one engineer, and three salesmen.

Occupational Values

Various reasons have been given as to what it is that a young man is looking for when he chooses one occupation instead of another: enjoyment, rapid rise in social mobility, prestige, and money. When the seniors of St. Thomas High were asked to rank in order of importance eight different reasons that a young man ought to consider when choosing a job, they indicated as the top three things to be considered: enjoyment of the work itself (what he is interested in doing); his own native ability, personality, and physical strength; and thirdly, service to humanity, if he could help others through this occupation. Less than 25 per cent of the students made any reference to financial aspects of the job within the top three choices; less than 5 per cent of the sample placed prestige within the top three choices (Table 19).

TABLE 19

RANK DISTRIBUTION OF REASONS THAT A YOUNG MAN SHOULD CONSIDER IN CHOOSING A JOB

Reasons	Rank order of consideration															
	Number								Per cent							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
Security of work	4	8	9	13	18	10	10	3	5.3	10.7	12.0	17.3	24.0	13.3	13.3	4.0
Opportunity for advancement	3	9	13	21	13	11	4	1	4.0	12.0	17.3	28.0	17.3	14.7	5.3	1.3
Enjoyment; interest	48	16	5	4	1	..	..	1	64.0	21.3	6.7	5.3	1.3	0.0	0.0	1.3
Prestige	3	..	..	..	7	11	15	9	4.0	0.0	0.0	0.0	9.3	14.7	20.0	52.0
Native ability	9	16	18	7	8	9	6	2	12.0	21.3	24.0	9.3	10.7	12.0	8.0	2.7
Money	2	5	11	20	16	13	3	5	2.7	6.7	14.7	26.7	21.3	17.7	4.0	6.7
Service	6	19	16	6	5	7	12	4	8.0	25.3	21.3	8.0	6.7	9.3	16.0	5.3
Physical aspects	..	2	3	4	7	14	25	20	0.0	2.7	4.0	5.3	9.3	18.7	33.3	26.7
Totals	75	75	75	75	75	75	75	75	100.0	100.0	100.0	99.9	99.9	100.0	99.9	100.0

As can be seen from Tables 20 and 21, this distribution of reasons for their primary and secondary occupational choices was consistent with what had been indicated for the placement of some young man in general.

TABLE 20

DISTRIBUTION OF REASONS FOR CHOOSING NUMBER ONE OCCUPATION

Reason	Frequency	Per cent
Enjoyment of the work; what he is interested in doing	45	60.0
Service; can he help others through this occupation	15	20.0
Native ability; what he is suited for	7	9.3
Financial aspects of the job	5	6.7
Other reason	3	4.0
Total	75	100.0

TABLE 21

DISTRIBUTION OF REASONS FOR CHOOSING NUMBER TWO OCCUPATION

Reason	Frequency	Per cent
Enjoyment of the work	47	62.7
Service	15	20.0
Native Ability	5	6.7
Financial aspects of the job	3	4.0
Other reason	5	6.7
Total	75	100.0

The two main answers given by the students to what their parents wanted them to consider when they were choosing their life's work were enjoyment or interest and money (Table 22).

TABLE 22

DISTRIBUTION OF REASONS PARENTS HAVE THAT RESPONDENT SHOULD CONSIDER IN CHOOSING HIS LIFE'S WORK

Reason	Frequency	Per cent
Enjoyment; interest	58	75.3
Financial aspects	11	14.7
Other reasons	6	10.0
Total	75	100.0

Parental influence on occupational choice

Ninety-six per cent of the parents agreed with their son's preference of a future career (Table 23).

TABLE 23

DISTRIBUTION OF PARENTAL AGREEMENT WITH SON'S PREFERENCE OF OCCUPATIONS

Agreement or Disagreement	Frequency	Per cent
Strongly agree	35	46.7
Agree	37	49.3
Disagree	2	2.7
Strongly disagree	. .	0.0
Uncertain	1	1.3
Total	75	100.0

Eighty-nine per cent of the students indicated that their parents had not tried to force any personal preference of a career on them (Table 24).

TABLE 24

DISTRIBUTION OF PARENTS HAVING SPECIFIC PREFERENCE FOR SON'S OCCUPATION

Specific Preference	Frequency	Per cent
Parents indicating specific preference and son agreeing with that preference	3	4.0
Parents indicating specific preference and son disagreeing with that preference	5	6.7
Parents not indicating any specific preference	59	78.7
Uncertain	8	10.7
Total	75	100.1

If confronted with parents, a favorite teacher, and closest friend being in opposition to a choice that the student was making, 87 per cent of the students had indicated that the greatest opposition to a choice, the one that it would be hardest to take would be the opposition coming from their parents. This shows that the students of St. Thomas High are mainly oriented towards their parents, but upon further questioning it was shown that there is a difference in this orientation within the different social classes. When asked with whom he would first talk if he had a problem concerning the choice of a future occupation, as can be seen from Table 25, the answers varied according to social class.

The higher the social class, the more advice was sought from the home or school; the lower the class, the more counseling was sought from the peer group or some other source.

TABLE 25

SOCIAL CLASS AS RELATED TO STUDENT'S CHOICE OF PERSON TO WHOM HE WOULD FIRST TALK IF HE HAD A PROBLEM CONCERNING A FUTURE OCCUPATIONAL CHOICE

Person	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
Mother	. .	2	7	3	1	13	0.0	16.7	21.2	13.6	50.0	17.3
Father	3	7	13	8	. .	31	50.0	58.3	39.4	36.4	0.0	41.3
Teacher	3	. .	1	3	. .	7	50.0	0.0	3.0	13.6	0.0	9.3
Friend	. .	. .	4	3	. .	7	0.0	0.0	12.1	13.6	0.0	9.3
Other	. .	3	8	5	1	17	0.0	25.0	24.2	22.7	50.0	22.7
Total	6	12	33	22	2	75	100.0	100.0	99.9	99.9	100.0	99.9

Yet these students also showed a certain independence when they were asked to indicate whether they would change their primary choice of occupations if their closest friend opposed such a choice. Ninety-six per cent indicated that they would not change. When asked a similar question where their favorite teacher opposed their number one choice of occupations, 82.7 per cent said that they would not change. The least amount of change was noted when 64 per cent responded that they would not change if their parents opposed their selection (Table 26). Therefore, even though they expressed for the most part a certain independence or

TABLE 26

SOCIAL CLASS RELATED TO WHETHER STUDENT WOULD CHANGE PRIMARY CHOICE IF OPPOSITION CAME FROM PARENTS, FAVORITE TEACHER, OR CLOSEST FRIEND

Opinion	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
Parents in Opposition												
Definitely	. .	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0	0.0
Probably	1	2	5	5	. .	13	16.7	16.7	15.1	22.7	0.0	17.3
Definitely not	1	2	9	6	1	19	16.7	16.7	27.3	27.2	50.0	25.3
Probably not	3	6	13	7	. .	29	50.0	50.0	39.4	31.8	0.0	38.7
Uncertain	1	2	6	4	1	14	16.7	16.7	18.2	18.2	50.0	18.7
Total	6	12	33	22	2	75	100.1	100.1	100.0	99.9	100.0	100.0
Favorite Teacher in Opposition												
Definitely	. .	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0	0.0
Probably	. .	. .	3	1	1	5	0.0	0.0	9.0	4.5	50.0	6.7
Definitely not	2	7	13	9	1	32	33.3	58.3	39.4	40.9	50.0	42.7
Probably not	3	3	16	8	. .	30	50.0	25.0	48.5	36.4	0.0	40.0
Uncertain	1	2	1	4	. .	8	16.7	16.7	3.0	18.2	0.0	10.7
Total	6	12	33	22	2	75	100.0	100.0	99.9	100.0	100.0	100.1
Closest Friend in Opposition												
Definitely	. .	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0	0.0
Probably	. .	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0	0.0
Definitely not	3	10	21	10	1	45	50.0	83.3	63.6	45.5	50.0	60.0
Probably not	2	2	11	12	. .	27	33.3	16.7	33.3	54.5	0.0	36.0
Uncertain	1	. .	1	. .	1	3	16.7	0.0	3.0	0.0	50.0	4.0
Total	6	12	33	22	2	75	100.0	100.0	99.9	100.0	100.0	100.0

standing on their own, there was still noted within certain students of all social classes a dependence on their parents.

The students were given a list of ten occupations and asked to indicate if they would be satisfied or dissatisfied with the different occupations if they had chosen them. The greatest degree of agreement, as is seen in Table 27, was in terms of the lawyer or business executive. The least amount of satisfaction was shown when they were asked about being a salesman.

The students were further asked to indicate how both of their parents would feel about the student's choice of certain given occupations: accountant, business executive, college professor, dentist, doctor, engineer, high school teacher, lawyer, priest and salesman. To measure this, if the son was dissatisfied with a certain occupation and his parent was dissatisfied or very dissatisfied, he was considered to have the same feeling toward that occupation. If a boy was not sure of what his parent thought about a certain occupation and he expressed either satisfaction or dissatisfaction himself in that occupation, his parent was thought to have a different opinion of that occupation.

The results showed more parental and filial agreement than disagreement with two exceptions: the priest and the high school teacher. As can be seen from Table 28, there was very little difference between the mother's feelings as compared with the father's. Since there were a large number of differences between what the son and parent considered, it seems that the child is not being shaped into the same image of his parents. His views are not a carbon copy of those of his parents regarding

TABLE 27

STUDENT SATISFACTION OR DISSATISFACTION WITH SPECIFIC OCCUPATIONS

Occupation	Value of Student											
	Number						Per cent					
	very sat.	sat.	not sure	dis.	very dis.	Total	very sat.	sat.	not sure	dis.	very dis.	Total
Accountant	5	29	10	18	13	75	6.7	38.7	13.3	24.0	17.3	100.0
Business Executive	20	31	15	6	9	75	26.7	40.3	20.0	8.0	4.0	100.0
College Professor	12	25	17	10	11	75	16.0	33.3	22.7	13.3	14.7	100.0
Dentist	10	21	19	10	15	75	13.3	28.0	25.3	13.3	20.0	99.9
Doctor	25	13	19	10	8	75	33.3	17.3	25.3	13.3	10.7	99.9
Engineer	20	18	16	11	10	75	26.7	24.0	21.3	14.7	13.3	100.0
High School Teacher	15	24	13	12	11	75	20.0	32.0	17.3	16.0	14.7	100.0
Lawyer	20	35	9	10	1	75	26.7	46.7	12.0	13.3	1.3	100.0
Priest	7	15	25	16	12	75	9.3	20.0	33.3	21.3	16.0	99.9
Salesman	7	10	12	20	26	75	9.3	13.3	16.0	26.7	34.7	100.0

occupational aspirations.

TABLE 28

PARENTS HAVING SAME OPINION AS THEIR SONS ABOUT SELECTED OCCUPATIONS

Occupation	Same Opinion					
	Number			Per cent		
	Mother (N = 72)	Father (N = 72	Total (N = 144)	Mother	Father	Total
Accountant	40	43	83	55.5	59.7	57.6
Business Executive	58	54	112	80.6	75.0	77.8
College Professor	37	35	72	51.4	48.6	50.0
Dentist	42	39	81	58.3	54.2	56.3
Doctor	43	42	85	59.7	58.3	59.0
Engineer	43	39	82	59.7	54.2	56.9
High School Teacher	32	32	64	44.4	44.4	44.4
Lawyer	56	57	113	77.7	79.2	78.5
Priest	28	31	59	38.9	43.1	41.0
Salesman	43	43	86	59.7	59.7	59.7
Total	422	407	828	50.9	49.1	100.0

Concluding Remarks

Summing up the findings from St. Thomas High, the following items are of note:

1) Intellectual ability and achievement ranking have been shown to be directly related to the curriculum pursued in high school. Those of extraordinary mental ability usually enter the classical course and have high scholastic records. Those with above average or average ability generally choose the scientific or academic curricula, with the higher scholastic achievements coming from those who have entered the scientific course.

2) A comparison between intelligence tests given before admission into high school and at the end of high school shows the I.Q. scores of the students in the classical and scientific curricula generally to have increased. The I.Q. scores of the students in the academic course usually were lower in the second testing than they have been four years earlier.

3) The social class of the group is predominantly middle-class. While there are representatives from the various social strata within the diverse I.Q. brackets, achievement rankings, and curriculum choices, the proportion is not always the same. Social class seems to have influenced to some extent the students' curriculum choices. Those from the very top social class are mainly found within the classical course, having high scholastic standings.

4) The ethnic background of the students is predominantly American.

The majority of the students are at least third generation Americans. There is a larger percentage of second generation Americans among the top two social classes than third generation Americans. The academic curriculum was seen to be the most popular choice for third generation Americans.

5) Curriculum choice, intellectual ability, achievement ranking, social class, occupational level of father, and ethnic background were all seen to be important in influencing a student to top-level occupational aspirations.

6) Social class was seen to be important when considering occupational inheritance. There seems to be some occupational preferences to the same specific occupation as their father within the top two social classes.

7) The main reason indicated in choosing an occupation according to both parents and students is the enjoyment or interest in the work itself. The financial aspects of the job were also emphasized by the parents, whereas the students placed an emphasis on the person's native ability and service to others.

8) Students from all social classes were mainly oriented towards their parents, rather than to the school or peer group. However, those from the higher social classes showed more leanings towards the school, and those from the lower classes indicated preferences towards peer groups or some other secondary association.

9) While there was high conformity between what the students wanted in terms of occupational choice and the parental agreement or disagreement with his preference, there was not shown such a conformity

between what the students felt concerning other occupations and whether his parents would be satisfied or dissatisfied with him in that occupation.

CHAPTER IV

FINDINGS FROM ST. JOHN HIGH SCHOOL

Situated in a melting-pot city of some 900,000 people, St. John High School offers various college preparatory courses to approximately 1,100 students each year. Although the entrance examinations in this school are the same ones that were shown in St. Thomas High School, this school is more selective. Less than one-third of the 1,000 eighth graders applying for admission are accepted.

The data in this chapter has been gathered from seventy-five seniors of the class of June, 1963. The students were chosen, as were the students in St. Thomas High School, on the basis of curriculum selected in the high school for the last two years. The four major topics considered here are the same as those that were investigated in the previous chapter: description of the sample, the occupational aspirations of the students, the occupational values, first in terms of the students, and secondly in terms of their parents' aspirations and values.

Intellectual ability of the sample

The intellectual capabilities (I.Q. scores) of the students from St. John High School, as was expected from the high selectivity process

before admission into high school, were quite high. The exact distribution of scores can be seen from Table 29. Almost 63 per cent of the sample had I.Q. scores of 120 or more.

TABLE 29

DISTRIBUTION OF I.Q. SCORES BASED ON HENMON-NELSON FORM B GIVEN IN 1959

Ranges and Scores	Frequency	Per cent
100-109	3	4.0
110-119	25	33.3
120-128	24	32.0
129 and above	23	30.7
Total	75	100.0

There seems to be a definite relationship between the curriculum taken and intellectual ability. As can be seen from Table 30, no student with an I.Q. under 120 took the classical sequence of studies. Sixty-eight per cent of the students in this group had scored with an I.Q. over 128. As compared with the 100 per cent showing in the classical course, a little over one-half (52 per cent) of the students in the scientific course and a little more than one-third (36 per cent) from those in the academic program had an I.Q. over 128. The mental ability of the students in the scientific course appears to be slightly higher than the intellectual ability of those in the academic course.

As can also be seen from this table, there appears to be a definite

TABLE 30

I.Q. IN SPECIFIC CURRICULA RELATED TO ACHIEVEMENT RANKING

Achievement Ranking According to Percentiles	I.Q. of Students									
	Number					Per cent				
	100-109	110-119	120-128	above 128	Total	100-109	110-119	120-128	above 128	Total
Classical Course										
0-19	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0
20-39	. .	. .	. .	1	1	0.0	0.0	0.0	4.0	4.0
40-59	. .	. .	. .	1	1	0.0	0.0	0.0	4.0	4.0
60-79	. .	. .	2	2	4	0.0	0.0	8.0	8.0	16.0
80-99	. .	. .	6	13	19	0.0	0.0	24.0	52.0	76.0
Total	. .	. .	8	17	25	0.0	0.0	32.0	68.0	100.0
Scientific Course										
0-19	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0
20-39	. .	1	. .	. .	1	0.0	4.0	0.0	0.0	4.0
40-59	. .	5	2	1	8	0.0	20.0	8.0	4.0	32.0
60-79	1	3	3	2	9	4.0	12.0	12.0	8.0	36.0
80-99	. .	2	3	2	7	0.0	8.0	12.0	8.0	28.0
Total	1	11	8	5	25	4.0	44.0	32.0	20.0	100.0
Academic Course										
0-19	2	11	6	1	20	8.0	44.0	24.0	4.0	80.0
20-39	. .	2	2	. .	4	0.0	8.0	8.0	0.0	16.0
40-59	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0
60-79	. .	1	. .	. .	1	0.0	4.0	0.0	0.0	4.0
80-99	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0
Total	2	14	8	1	25	8.0	56.0	32.0	4.0	100.0

relationship between the curriculum taken and the achievement ranking that was made at the end of seven semesters. Ninety-two per cent of the students in the classical program merited scholastic achievements in the top 40 per cent of the entire senior class, whereas only 64 per cent of the members in the scientific program and 4 per cent of the students in the academic course of studies found membership there. Eighty per cent of the students from the academic program were listed in the bottom 20 per cent of the senior class.

Social Class of the Sample

Using again Hollingshead's Two Factor Index of Social Position, the majority of the students (68 per cent) were seen to place in the middle or lower-middle social class categories, although the very top social class did have representation (16 per cent). As can be seen from Table 31, there is a higher social class level in St. John High than was found in the New Haven study that was given the same Two Factor Index of Social Position.

Despite the fact that the students from the various social strata do have different ranges of I.Q. scores, different curriculum choices, and different scholastic achievements, the representations from these social strata are not consistent. Table 32 indicates the I.Q. distribution of the students in the sample according to social class. For comparison, social class I and II are grouped together, social class III remains the same, and social classes IV and V are grouped together. Seventy per cent from the first group are gifted with an I.Q. of 120 and above. Seventy per cent from the second group have a similar representation. Fifty per cent

TABLE 31

DISTRIBUTION OF SOCIAL CLASS ACCORDING TO HOLLINGSHEAD'S TWO-FACTOR INDEX AS COMPARED TO HOLLINGSHEAD'S DISTRIBUTION IN THE NEW HAVEN STUDY[a]

Social Class	St. John High		New Haven
	Number	Per cent	Per cent
I	12	16.0	2.7
II	8	10.7	9.8
III	27	36.0	18.9
IV	24	32.0	48.4
V	4	5.3	20.2
Total	75	100.0	100.0

[a]Percentage for New Haven study taken from August B. Hollingshead's Social Class and Mental Illness (New York: John Wiley and Sons, Inc., 1958), p. 395.

TABLE 32

I.Q. DISTRIBUTION ACCORDING TO SOCIAL CLASS

Mental Ability	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
100-109	1	. .	2	. . . .		3	8.3	0.0	7.4	0.0	0.0	4.0
110-119	2	3	6	12	2	25	16.7	37.5	22.2	50.0	50.0	33.3
120-128	5	3	11	4	1	24	41.7	37.5	40.7	16.7	25.0	32.0
129 and above	4	2	8	8	1	23	33.3	25.0	29.6	33.3	25.0	30.7
Total	12	8	27	24	4	75	100.0	100.0	99.9	100.0	100.0	100.0

from the third group have such scores. Therefore, high mental ability is represented in all of these social classes, yet in the lower social classes the proportion is somewhat lower.

Earlier it was pointed out that no student in the classical course had an I.Q. scoring lower than 120. Table 33 indicates that the various social classes do have representatives in each of the curricula: 45 per cent of the students in the top two social classes elected the classical course whereas 37 per cent of the third social class and 21.5 per cent from the bottom two social classes were represented there.

TABLE 33

DISTRIBUTION OF STUDENTS IN THE DIFFERENT CURRICULA ACCORDING TO SOCIAL CLASS

Curriculum	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
Classical	6	3	10	5	1	25	50.0	37.5	37.0	20.9	25.0	33.3
Scientific	4	2	8	8	3	25	33.3	25.0	29.6	33.3	75.0	33.3
Academic	2	3	9	11	. .	25	16.7	37.5	33.3	45.8	0.0	33.3
Total	12	8	27	24	4	75	100.0	100.0	99.9	100.0	100.0	99.9

While the largest percentage of the students from the top two social classes are in the classical course, their achievement rankings have been the lowest. Table 34 indicates that 40.7 per cent of those in Class III were found in the top twenty per cent of the senior class; Classes IV and V had 32.1 per cent; Classes I and II only 30 per cent.

TABLE 34

DISTRIBUTION OF STUDENTS' ACHIEVEMENT RANKINGS ACCORDING TO SOCIAL CLASS

Achievement Ranking According to Percentiles	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
0-19	2	2	8	8	. .	20	16.7	25.0	29.6	33.0	0.0	26.7
20-39	. .	1	1	3	1	6	0.0	12.5	3.7	12.5	25.0	8.0
40-59	3	1	2	1	2	9	25.0	12.5	7.4	4.2	50.0	12.0
60-79	3	2	5	4	. .	14	25.0	25.0	18.5	16.7	0.0	18.7
80-99	4	2	11	8	1	26	33.3	25.0	40.7	33.3	25.0	34.7
Total	12	8	27	24	4	75	100.0	100.0	99.9	100.0	100.0	100.0

Social class, therefore, seems to play an important role in some of the standings of the students at St. John High. The higher the social class, the more students were found in the classical curriculum. The higher the social class, the fewer the students enrolled in the academic program. Secondly, the higher the social class, the higher percentage of students with I.Q. scores over 120. The achievement ranking, however, did not follow such a pattern. The top achievers came more from the middle social class (III) than from the other social strata. There was little difference between the percentage of students in the top achievement percentile from the top two social classes and the bottom two divisions, even though there was found to be a somewhat higher intellectual ability in the students of the top two classes.

Ethnic Background

While there was some representation (12 per cent) in the sample of the students being first-generation-American, as can be seen from Table 35, the predominant representations came from second (45.3 per cent) and third generation Americans (42.7 per cent). Most of the students had at least one grandparent who had been born outside of the United States.

TABLE 35

DISTRIBUTION OF STUDENTS ACCORDING TO NATIVITY OF PARENTS AND GRANDPARENTS

Americanization	Number	Per cent
First generation (at least one parent had been born outside of United States)	9	12.0
Second generation (at least one grandparent had been born outside of United States	34	45.3
Third generation (both parents and grandparents had been born in United States)	32	42.7
Total	75	100.0

Table 36 indicates that the students from the different ethnic backgrounds were represented throughout the social class continuum. Table 37 shows these students to be following the three different sequences of studies at St. John High School. Students who are at least third generation Americans are mainly following the academic course of studies (46.9 per cent). There seem to be, however, minimal differences due to the ethnic factor.

TABLE 36

DISTRIBUTION OF SOCIAL CLASS OF STUDENTS ACCORDING TO ETHNIC BACKGROUND

Social Class	Ethnic Background							
	Number				Per cent			
	1st	2nd	3rd	Total	1st	2nd	3rd	Total
I	3	3	6	12	33.3	8.8	18.8	16.0
II	. .	3	5	8	0.0	8.8	15.6	10.7
III	1	14	12	27	11.1	41.1	37.5	36.0
IV	4	11	9	24	44.4	32.3	28.1	32.0
V	1	3	. .	4	11.1	8.8	0.0	5.3
Total	9	34	32	75	99.9	99.8	100.0	100.0

TABLE 37

DISTRIBUTION OF STUDENTS IN DIFFERENT CURRICULA ACCORDING TO ETHNIC BACKGROUND

Curriculum	Ethnic Background							
	Number				Per cent			
	1st	2nd	3rd	Total	1st	2nd	3rd	Total
Classical	3	13	9	25	33.3	38.2	28.1	33.3
Scientific	3	14	8	25	33.3	41.8	25.0	33.3
Academic	3	7	15	25	33.3	20.6	46.9	33.3
Total	9	34	32	75	99.9	100.0	100.0	99.9

Up to this point, the students of St. John High School have been viewed as participants in three different college preparatory curricula. Only the top students in the school seem to have taken the classical course from which the higher scholastic achievements seem to generally come. Although members from all the social classes have been found in the different curricula, the major choice for the top social classes has been the classical course. While this is true, the social class meriting highest scholastic achievement seems to be found in the middle social class (III). Those of different ethnic background are pursuing each of the curricula, the predominant choice of the third generation Americans being the academic course. All students have indicated that they plan to go to college. What occupational preferences they possess will be treated in the following section.

Occupational Aspirations

To determine the occupational level of the various occupations indicated by the students, Hollingshead's seven-fold division of occupations was again employed: (1) higher executives, proprietors of large concerns, major professionals; (2) business managers, proprietors of medium sized businesses, and lesser professionals; (3) administrative personnel, small independent business-proprietors, and minor professionals; (4) clerical and sales workers, technicians, and owners of little businesses; (5) skilled manual employees; (6) machine operators and semi-skilled employees; (7) unskilled employees and the unemployed.

In analyzing the data on the basis of curriculum choice, 88 per cent

of those in the classical course aspired to the first level of the occupational scale. A rather high per cent (64) from the scientific course aspired to the same high level, but only 44 per cent from the academic course aspired to the top level (Table 38).

TABLE 38

CURRICULUM RELATED TO OCCUPATIONAL LEVEL OF PRIMARY OCCUPATIONAL CHOICE

Primary Occupational Level	Curriculum							
	Number				Per cent			
	Classical	Scientific	Academic	Total	Classical	Scientific	Academic	Total
1	22	16	11	49	88.0	64.0	44.0	65.3
2	2	6	6	14	8.0	24.0	24.0	18.7
3	1	2	5	8	4.0	8.0	20.0	10.7
4	. .	1	3	4	0.0	4.0	12.0	5.3
5 - 7	. .	. .	. .	. .	0.0	0.0	0.0	0.0
Total	25	25	25	75	100.0	100.0	100.0	100.0

Regarding mental ability, as can be seen from Table 39, the major part (80.9 per cent) of those endowed with an I.Q. of 120 or more aspired to the top occupational level. A much smaller percentage (39.3) of the students with an I.Q. score under that mark aspired to this level.

Consideration of the scholastic achievement performed by the students shows in Table 39 that 88.5 per cent of those in the top 20 per cent of their class are aspiring to the top level occupations with their primary occupational choice. A similarly high percentage (83.3) of the

TABLE 39

MENTAL ABILITY RELATED TO OCCUPATIONAL LEVEL OF PRIMARY OCCUPATIONAL CHOICE

Primary Occupational Level	Mental Ability									
	Number					Per cent				
	100-109	110-119	120-128	above 128	Total	100-109	110-119	120-128	above 128	Total
1	1	10	18	20	49	33.3	40.0	75.0	87.0	65.0
2	2	7	2	3	14	66.7	28.0	8.3	13.0	18.7
3	. .	5	3	. .	8	0.0	20.0	12.5	0.0	10.7
4	. .	3	1	. .	4	0.0	12.0	4.2	0.0	5.3
5 - 7	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0
Total	3	25	24	23	75	100.0	100.0	100.0	100.0	100.0

TABLE 40

ACHIEVEMENT RANKING RELATED TO OCCUPATIONAL LEVEL OF PRIMARY OCCUPATIONAL CHOICE

Primary Occupational Level	Achievement Ranking Percentile											
	Number						Per cent					
	0-19	20-39	40-59	60-79	80-99	Total	0-19	20-39	40-59	60-79	80-99	Total
1	7	4	7	8	23	49	35.0	66.7	77.8	57.1	88.5	65.3
2	5	1	2	3	3	14	25.0	16.7	22.2	21.4	11.5	18.7
3	5	1	. .	2	. .	8	25.0	16.7	0.0	14.3	0.0	10.7
4	3	. .	. .	1	. .	4	15.0	0.0	0.0	7.1	0.0	5.3
5 - 7	. .	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0	0.0
Total	20	6	9	14	26	75	100.0	100.1	100.0	99.9	100.0	100.0

middle 40 per cent of the sample aspired to this same level. Those under the fortieth percentile indicated that 42.3 per cent wanted an occupation at this level.

Table 41 indicates the consideration of the ethnic backgrounds of the students in this present comparison seems to be of little importance.

TABLE 41

ETHNIC BACKGROUND RELATED TO OCCUPATIONAL LEVEL OF PRIMARY OCCUPATIONAL CHOICE

Primary Occupational Level	Ethnic Background							
	Number				Per cent			
	1st	2nd	3rd	Total	1st	2nd	3rd	Total
1	6	23	20	49	66.6	67.6	62.5	65.3
2	2	7	5	14	22.2	20.6	15.6	18.7
3	1	4	3	8	11.1	11.7	9.4	10.7
4	. .	. .	4	4	0.0	0.0	12.5	5.3
5 - 7	. .	. .	. .	. .	0.0	0.0	0.0	0.0
Total	9	34	32	75	99.9	99.9	100.0	100.0

Despite the fact that only six of the students (7.5 per cent) indicated that they would like to follow in their father's footsteps as their primary occupational choice, all but one of these came from the top social classes: one dentist, three engineers, one lawyer, and one salesman. Tables 42 and 43 indicate the importance the roles of social class and occupational level of father's occupation play in choosing an occupational level. Only five of the students (6.7 per cent) wanted an occupational

level lower than that of their father.

TABLE 42

OCCUPATIONAL LEVEL OF FATHER RELATED TO OCCUPATIONAL LEVEL OF SON'S PRIMARY OCCUPATIONAL CHOICE

Primary Occupational Level	Occupational level of Father											
	Number						Per cent					
	1	2	3	4	5-7	Total	1	2	3	4	5-7	Total
1	9	6	11	12	11	49	75.0	54.6	73.3	63.2	61.1	65.3
2	1	3	2	4	4	14	8.3	27.3	13.3	21.0	22.2	18.7
3	1	1	2	2	2	8	8.3	9.0	13.3	10.5	11.1	10.7
4	1	1	. .	1	1	4	8.3	9.0	0.0	5.3	5.6	5.3
5 - 7	. .	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0	0.0
Total	12	11	15	19	18	75	99.9	99.9	99.9	100.0	100.0	100.0

TABLE 43

SOCIAL CLASS RELATED TO OCCUPATIONAL LEVEL OF PRIMARY OCCUPATIONAL CHOICE

Primary Occupational Level	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
1	9	6	19	12	3	49	75.0	75.0	70.4	50.0	75.0	65.3
2	1	. .	7	6	. .	14	8.3	0.0	25.9	25.0	0.0	18.7
3	1	1	1	4	1	8	8.3	12.5	3.7	16.7	25.0	10.7
4	1	1	. .	2	. .	4	8.3	12.5	0.0	8.3	0.0	5.3
5 - 7	. .	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0	0.0
Total	12	8	27	24	4	75	99.9	100.0	100.0	100.0	100.0	100.0

In comparing curriculum, social class, and ethnic background with the specific primary occupational choice of the students, the differences are interesting. The three most popular occupations for the group were doctor, lawyer, and teacher. Each of these were chosen by a number of students in the different curricula, as can be noted in Table 44. Most surprising was the fact that 20 per cent of those in the academic course, a course that placed little emphasis on science and mathematics, sought the medical profession. Equally unusual was the lack of a single student from the scientific program to be choosing the engineering profession. Forty-eight per cent of the students in the academic course did not elect one of the major professions as their top occupational preference; instead they listed such choices as: restaurant manager, professional baseball player, airplane pilot, journalist, social worker, and dietician.

Tables 45 and 46 indicate the importance of social class and ethnic background in the specific choice of occupations. While aspirations to the law and medical professions are found throughout the different social classes in somewhat similar percentages, the teaching profession seems to be of little interest to the students of the top two social classes. The teaching vocation appears to be predominantly a desire of the middle or lower social strata. Also shown in this table is the fact that the lower social class students seem to manifest more diversity in their occupational selection than do the other social groups. Table 46 shows that a consideration of parents and grandparents as immigrants is of little importance in the specific choice of occupations.

TABLE 44

CURRICULUM RELATED TO SPECIFIC PRIMARY OCCUPATIONAL CHOICE

Specific Choice	Curriculum							
	Number				Per cent			
	Classical	Scientific	Academic	Total	Classical	Scientific	Academic	Total
Accountant	. .	. .	1	1	0.0	0.0	4.0	1.3
Dentist	1	4	. .	5	4.0	16.0	0.0	6.7
Doctor	7	4	5	16	28.0	16.0	20.0	21.3
Engineer	3	. .	1	4	12.0	0.0	4.0	5.3
Lawyer	3	4	2	9	12.0	16.0	8.0	12.0
Priest	. .	1	. .	1	0.0	4.0	0.0	1.3
Scientist	4	2	. .	6	16.0	8.0	0.0	8.0
Teacher	3	4	4	11	12.0	16.0	16.0	14.7
Other	4	6	12	22	16.0	24.0	48.0	29.3
Total	25	25	25	75	100.0	100.0	100.0	99.9

TABLE 45

SOCIAL CLASS RELATED TO SPECIFIC PRIMARY OCCUPATIONAL CHOICE

Specific Choice	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
Accountant	. .	. .	1	. .	. .	1	0.0	0.0	3.7	0.0	0.0	1.3
Dentist	1	. .	4	. .	. .	5	8.3	0.0	14.8	0.0	0.0	6.7
Doctor	4	2	5	5	. .	16	33.3	25.0	18.5	20.8	0.0	21.3
Engineer	. .	3	. .	. .	1	4	0.0	37.5	0.0	0.0	25.0	5.3
Lawyer	2	1	2	3	1	9	16.7	12.5	7.4	12.5	25.0	12.0
Priest	. .	. .	1	. .	. .	1	0.0	0.0	3.7	0.0	0.0	1.3
Scientist	. .	. .	3	3	. .	6	0.0	0.0	11.1	12.5	0.0	8.0
Teacher	1	. .	7	3	. .	11	8.3	0.0	25.9	12.5	0.0	14.7
Other	4	2	4	10	2	22	33.3	25.0	14.8	41.7	50.0	29.3
Total	12	8	27	24	4	75	99.9	100.0	99.9	100.0	100.0	99.9

TABLE 46

ETHNIC BACKGROUND RELATED TO SPECIFIC PRIMARY OCCUPATIONAL CHOICE

Specific Choice	Ethnic Background							
	Number				Per cent			
	1st	2nd	3rd	Total	1st	2nd	3rd	Total
Accountant	. .	1	. .	1	0.0	2.9	0.0	1.3
Dentist	1	1	3	5	11.1	2.9	9.4	6.7
Doctor	2	6	8	16	22.2	17.6	25.0	21.3
Engineer	. .	3	1	4	0.0	8.8	3.1	5.3
Lawyer	2	4	3	9	22.2	11.8	9.4	12.0
Priest	. .	1	. .	1	0.0	2.9	0.0	1.3
Scientist	1	2	3	6	11.1	5.9	9.4	8.0
Teacher	1	7	3	11	11.1	20.6	9.4	14.7
Other	2	9	11	22	22.2	26.5	34.4	29.3
Total	9	34	32	75	99.9	99.9	100.1	99.9

Occupational Values

When the seniors of St. John High School were asked to rank in order of importance eight different goals that a young man ought to consider when choosing a job, they indicated as the top three things to be considered: enjoyment of the work itself; his own native ability, personality, and physical strength; and thirdly, service to humanity. Twenty per cent of the students made some reference to the financial aspects of the job within the top three choices; prestige was placed within the top three choices by 5.3 per cent of the sample (Table 47).

As can be seen from Table 48, this distribution of reasons for their first occupational choice was consistent with what had been indicated for the placement of some young man in general.

TABLE 48

DISTRIBUTION OF REASONS FOR CHOOSING NUMBER ONE OCCUPATION

Reason	Frequency	Per cent
Enjoyment of the work	46	61.3
Service	13	17.3
Native ability	5	6.7
Financial aspects of the job	7	9.3
Other reason	4	5.3
Total	75	99.9

More than 80 per cent of the respondents also indicated enjoyment of the work or service to humanity or native ability as their reasons for

TABLE 47

RANK DISTRIBUTION OF REASONS THAT A YOUNG MAN SHOULD CONSIDER IN CHOOSING A JOB

Reasons	Rank order of consideration															
	Number								Per cent							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
Security of work	4	7	13	16	13	12	5	4	6.7	9.3	17.3	21.3	17.3	16.0	6.7	5.3
Opportunity for advancement	1	10	18	16	14	11	3	2	1.3	13.3	24.0	21.3	18.7	14.7	4.0	2.7
Enjoyment; interest	39	21	6	3	2	2	2	. .	52.0	28.0	8.0	4.0	2.7	2.7	2.7	0.0
Prestige	. .	3	1	3	8	15	13	32	0.0	4.0	1.3	4.0	10.7	20.0	17.3	42.7
Native ability	16	12	18	7	6	8	6	2	21.3	16.0	24.0	9.3	8.0	10.7	8.0	2.7
Money	5	6	4	15	21	12	9	3	6.7	8.0	5.3	20.0	28.0	16.0	12.0	4.0
Service	9	15	13	9	5	6	13	5	12.0	20.0	17.3	12.0	6.7	8.0	17.3	6.7
Physical aspects	. .	1	2	6	6	9	24	27	0.0	1.3	2.7	8.0	8.0	12.0	32.0	36.0
Total	75	75	75	75	75	75	75	75	100.0	99.9	99.9	99.9	100.1	100.1	100.0	100.1

their secondary occupational preferences (Table 49).

TABLE 49

DISTRIBUTION OF REASONS FOR CHOOSING NUMBER TWO OCCUPATION

Reason	Frequency	Per cent
Enjoyment of the work	44	58.7
Service	12	16.0
Native ability	5	6.7
Financial aspects of the job	6	8.0
Other reason	8	10.7
Total	75	100.1

Parental Influence on Occupational Choice

When asked what he thought his parents wanted him to consider when choosing his life's work, as is seen in Table 50, the main reason was enjoyment of what their sons were doing (68 per cent). There were 18.7 per cent who thought he should first consider the financial aspects of the job.

TABLE 50

DISTRIBUTION OF REASONS PARENTS HAVE THAT RESPONDENT SHOULD CONSIDER IN CHOOSING HIS LIFE'S WORK

Reason	Frequency	Per cent
Enjoyment; interest	51	68.0
Financial aspects of the job	14	18.7
Other reason	10	13.3
Total	75	100.0

Only a small number of the respondents (4 per cent)indicated that their parents disagreed with their preferences in occupational choices. However, when asked if their parents had any special preference for their future occupations, a larger percentage (16.0) indicated that the parents did (Tables 51 and 52).

TABLE 51

DISTRIBUTION OF PARENTAL AGREEMENT WITH SON'S PREFERENCE OF OCCUPATIONS

Agreement of Disagreement	Frequency	Per cent
Strongly agree	27	36.0
Agree	36	48.0
Disagree	2	2.7
Strongly disagree	1	1.3
Uncertain	9	12.0
Total	75	100.0

TABLE 52

DISTRIBUTION OF PARENTS HAVING SPECIFIC PREFERENCE FOR SON'S OCCUPATION

Specific Preference	Frequency	Per cent
Parents indicating specific preference and son agreeing with that preference	5	6.7
Parents indicating specific preference and son disagreeing with that preference	7	9.3
Parents not indicating any specific preference	58	77.3
Uncertain	5	6.7
Total	75	100.0

The students were also asked to indicate whether they would change their future occupational selections if their parents, favorite teacher, or closest friend opposed such a choice. As can be seen from Table 53 on the following page, very few students would make any change. Even though in an earlier question when asked to indicate whose disapproval the students would be least willing to counteract, 78.8 per cent had responded in terms of their parents (Table 54), only 4 per cent of the respondents indicated that they would change their occupational choices when faced with parental opposition.

TABLE 54

SOCIAL CLASS RELATIVE TO PERSONS WHOSE DISAPPROVAL STUDENTS WOULD BE LEAST WILLING TO COUNTERACT

From Whom	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
Parents	11	4	20	21	3	59	91.7	50.0	74.1	87.5	75.0	78.8
Teacher	. .	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0	0.0
Friend	1	4	7	3	1	16	8.3	50.0	25.9	12.5	25.0	21.2
Total	12	8	27	24	4	75	100.0	100.0	100.0	100.0	100.0	100.0

If confronted with a problem about their future occupational choice, the students from this school would primarily consult their parents for advice, and secondarily, the teacher, even though none of them had indicated that they would change their occupational choices if faced with opposition coming from their favorite teacher (Table 55).

TABLE 53

SOCIAL CLASS RELATED TO WHETHER STUDENT WOULD CHANGE PRIMARY CHOICE IF OPPOSITION CAME FROM PARENTS, FAVORITE TEACHER, OR CLOSEST FRIEND

Opinion	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
Parents in Opposition												
Definitely	. .	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0	0.0
Probably	2	. .	1	. .	. .	3	16.7	0.0	3.7	0.0	0.0	4.0
Definitely not	2	2	8	6	1	19	16.7	25.0	29.6	25.0	25.0	25.3
Probably not	8	5	12	14	2	41	66.7	62.5	44.4	58.3	50.0	54.7
Uncertain	. .	1	6	4	1	12	0.0	12.5	22.2	16.7	25.0	16.0
Total	12	8	27	24	4	75	100.1	100.0	99.9	100.0	100.0	100.0
Favorite Teacher in Opposition												
Definitely	. .	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0	0.0
Probably	. .	. .	. .	. .	. .	. .	0.0	0.0	0.0	0.0	0.0	0.0
Definitely not	7	3	19	11	2	42	58.3	37.5	70.4	45.8	50.0	56.0
Probably not	4	5	7	11	1	28	33.3	62.5	25.9	45.8	25.0	37.3
Uncertain	1	. .	1	2	1	5	8.3	0.0	3.7	8.3	25.0	6.7
Total	12	8	27	24	4	75	99.9	100.0	100.0	99.9	100.0	100.0
Closest Friend in Opposition												
Definitely	. .	. .	. .	1	. .	1	0.0	0.0	0.0	4.2	0.0	1.3
Probably	. .	. .	. .	1	. .	1	0.0	0.0	0.0	4.2	0.0	1.3
Definitely not	10	3	21	10	3	47	83.3	37.5	77.8	41.7	75.0	62.7
Probably not	2	3	6	10	. .	21	16.7	37.5	22.2	41.7	0.0	28.0
Uncertain	. .	2	. .	2	1	5	0.0	25.0	0.0	8.3	25.0	6.7
Total	12	8	27	24	4	75	100.0	100.0	100.0	100.1	100.0	100.0

TABLE 55

SOCIAL CLASS AS RELATED TO STUDENT'S CHOICE OF PERSON TO WHOM HE WOULD FIRST TALK IF HE HAD A PROBLEM CONCERNING A FUTURE OCCUPATIONAL CHOICE

Person	Social Class											
	Number						Per cent					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
Mother	1	. .	3	4	1	9	8.3	0.0	11.1	16.6	25.0	12.0
Father	7	5	13	6	1	32	58.3	62.5	48.2	25.0	25.0	42.7
Teacher	2	. .	4	6	1	13	16.7	0.0	14.8	25.0	25.0	17.3
Friend	1	1	. .	3	. .	5	8.3	12.5	0.0	12.5	0.0	6.7
Other	1	2	7	5	1	16	8.3	25.0	25.9	20.8	25.0	21.3
Total	12	8	27	24	4	75	99.9	100.0	100.0	99.9	100.0	100.0

In indicating whether or not they would be satisfied with certain specific occupations, the greatest degree of satisfaction for the students from St. John High School were found in the occupations of the lawyer (66.7 per cent), doctor (64.0 per cent), and business executive (64 per cent). The least satisfactory careers were salesman (14.6 per cent), accountant (21.4 per cent), and the priest (30.6 per cent) (Table 56).

Investigation as to the parents sharing the same opinion about these selected occupations shows the highest degree of similarity in the professions of the business executive (69.1 per cent), lawyer (65.1 per cent), and the salesman (65.1 per cent). The least amount of similarity were the occupations of the accountant (46.3 per cent) and the priest (50.1 per cent).

TABLE 56

STUDENT SATISFACTION OR DISSATISFACTION WITH SPECIFIC OCCUPATIONS

Occupation	Value of Student											
	Number						Per cent					
	very sat.	sat.	not sure	dis.	very dis.	Total	very sat.	sat.	not sure	dis.	very dis.	Total
Accountant	2	14	18	27	14	75	2.7	18.7	24.0	36.0	18.7	100.1
Business Executive	18	30	13	13	1	75	24.0	40.0	17.3	17.3	1.3	99.9
College Professor	19	25	16	12	3	75	25.3	33.3	21.3	16.0	4.0	99.9
Dentist	18	20	11	14	12	75	24.0	26.7	14.7	18.7	16.0	100.1
Doctor	34	14	11	10	6	75	45.3	18.7	14.7	13.0	8.0	99.9
Engineer	21	19	12	11	12	75	28.0	25.3	16.0	14.7	16.0	100.0
High School Teacher	20	21	14	11	9	75	26.7	28.0	18.7	14.7	12.0	100.1
Lawyer	27	23	11	10	4	75	36.0	30.7	14.7	13.3	5.3	100.0
Priest	10	13	24	9	19	75	13.3	17.3	32.0	12.0	25.3	99.9
Salesman	4	7	12	21	31	75	5.3	9.3	16.0	28.0	41.3	99.9

With the one exception of the accounting profession, all the other occupations listed showed students more in agreement with their parents' views than not.

TABLE 57

PARENTS HAVING SAME OPINION AS THEIR SONS ABOUT SELECTED OCCUPATIONS

Occupation	Same Opinion					
	Number			Per cent		
	Mother (N = 75)	Father (N = 74)	Total	Mother	Father	Total
Accountant	34	35	69	45.3	46.7	46.3
Business Executive	51	52	103	68.0	69.3	69.1
College Professor	45	48	93	60.0	64.0	62.4
Dentist	41	41	82	54.7	54.7	55.0
Doctor	45	47	92	60.0	62.7	61.7
Engineer	45	46	91	60.0	61.3	61.2
High School Teacher	48	48	96	64.0	64.0	64.4
Lawyer	48	49	97	64.0	65.3	65.1
Priest	36	40	76	48.0	53.3	50.1
Salesman	50	47	97	66.7	62.7	65.1
Total	443	453	896	49.3	50.7	100.0

Concluding Remarks

Summing up now the findings from St. John High, the following items are of note:

1) Intellectual ability and achievement have been shown to be closely related to the curriculum chosen by the students in their final two years of high school. Only the top students intellectually seem to have taken the classical course from which the highest scholastic achievements generally seem to come. Although members from all the social classes have been found in the three curricula, the major choice for the top social classes has been the classical course. While this is true, the social class meriting highest scholastic achievement seems to be the members of the middle social class (III). Those of different ethnic backgrounds are pursuing each of the curricula, the predominant choice of the third generation American students being the academic course.

2) Various factors have been seen to influence the students' aspirations to top level occupations. Twice as many students from the classical course tend to these aspirations than do the students from the academic classes. The higher the intellectual ability of the student, the higher the occupational level. The higher the student has scholastically merited, the higher his occupational aspirations. His father's occupational level and social class have been generally at least the minimum level that the student has desired. The one factor that seemed to be of little importance was the ethnic background: it seemed to make little difference in this comparison whether a student was first, second, or third generation

American.

3) The top three occupations most desired by the students from St. John High were the doctor, the teacher, and the lawyer. Curriculum choice and ethnic background seemed unimportant considerations here. Social class seemed to have its greatest play on the teaching profession where the majority of the students were from the bottom social classes (III-IV-V).

4) Regarding the occupational values of the students, the three most popular reasons for choosing the different careers were: enjoyment of the work, service to humanity, and his own native ability. Financial aspects of the job and prestige were of little importance, as primary considerations.

5) The students seemed to have broken away from the familial socialization process and developed a certain independence of their own. Though they would consult parents and teachers for advice, only a handful would change their occupational preferences if their parents were in opposition. While there was high conformity between what the students wanted in terms of occupational choice and the parents' agreement with this preference, there did not appear to be such a high conformity between what the students felt concerning other occupations and whether his parents would be satisfied or dissatisfied with him in that occupation.

CHAPTER V

COMPARISONS AND CONCLUDING REMARKS

Following the data describing St. Thomas High School and St. John High School individually, certain comparisons between the two schools relevant to the hypotheses of this thesis are necessary in the present chapter. After a brief comparison as to the description of the students involved in this study, their occupational aspirations and motivations will be considered in terms of the main hypothesis: occupational aspirations are less a function of a student's mental ability, achievement ranking, and curriculum choice in high school than they are a function of his family background. The chapter concludes with the limitations of this study and with suggestions for further investigation.

Description of Students

As can be noted in Table 58, the sample representation from the two college preparatory schools were very similar in curriculum choice, high intellectual ability, and diversified achievement rankings. The greatest dissimilarities appeared in terms of ethnic background and father's occupational level: St. Thomas High had a higher representation of students who were at least third generation American; the lower occupational levels (which had been determined by using Hollingshead's occupational classifi-

TABLE 58

COMPARISON OF DESCRIPTIVE DATA ON STUDENTS OF THE TWO SCHOOLS[a]

Factors	St. Thomas High	St. John High
Curriculum Choice:		
Academic	33.3	33.3
Classical	33.3	33.3
Scientific	33.3	33.3
Intellectual Ability:		
100-119	50.6	37.3
120-128	26.7	32.0
129 and above	22.7	30.7
Achievement Ranking:		
0-39th percentile	34.7	34.7
40-79th percentile	34.7	30.7
80-99th percentile	30.7	34.7
Ethnic Background:		
First Generation American	5.3	12.0
Second Generation American	32.0	45.3
Third Generation American	62.7	42.7
Social Class:		
I	8.0	16.0
II	16.0	10.7
III	44.0	36.0
IV	29.3	32.0
V	2.7	5.3
Father's Occupational Level:		
1	10.7	16.0
2	14.7	14.7
3	40.0	20.0
4	24.0	24.0
5	6.7	21.3
6	2.7	2.7
7	1.3	1.3

[a]Number given is percentage of the sample in each school.

cations) were more represented at St. John High.

Both the Americanization factor and the occupational factor are important considerations when viewing Catholic adolescents and their occupational preferences and goals. As Father Andrew Greeley has recently pointed out, one half of the Catholic adults in the United States are immigrants or children of immigrants.[1] Grouping together the students from both schools in the present study, one finds a rather similar proportion of parents who were immigrants or children of immigrants (47.3 per cent).

The occupational levels of the fathers in the present study were somewhat higher than an occupational distribution study of American Catholics conducted by the Catholic Digest in 1953. The occupational distribution of American Catholics according to that study was: professional 7.1 per cent; business 8.3 per cent; white collar 23.0 per cent; unskilled 5.8 per cent; farmer 8.6 per cent; skilled and semi-skilled 35.3 per cent; service 13.6 per cent.[2] Seeing that the majority of the Catholics in that study were found in the working or lower class level, a consideration of the lower occupational level from St. John High seems important.

Occupational Aspirations

When making comparisons between the different factors influencing a student to the top level occupational aspirations, the fact that the

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[1]Andrew M. Greeley, "Entering the Mainstream," The Commonweal, LXXXI (October 2, 1964), 33-34.

[2]Catholic Digest Survey, "Who Belongs to What Church?" The Catholic Digest, XVII (January, 1953), 5.

students were from different cities seems to be of minimal importance. As can be seen from Table 59, both schools showed agreement in stressing the importance of the classical and scientific courses over the academic sequence of studies. Less than 50 per cent of those in the academic program aspired to a top level occupation. A larger percentage of the students with an I.Q. rating above 128 aspired to these careers than did those scoring under 128. This was true of both schools. The higher the student's scholastic standings in the schools, the higher the level of occupations that was indicated by the students in each school.

Although social class relative to aspiration to top level professions was noted to have the same degree of importance among the top two social groups as it had in the Elmtown study, the drop off was not as high for the bottom three classes in the two schools as it was in Elmtown. Less than 40 per cent of the adolescents in the third class in the Elmtown study wanted vocations along the professional line; both of the schools in this present study had more than 60 per cent of the middle class students aspiring to this top occupational level. More than twice as many students from the bottom social classes aspired to the top level than had been found in the Elmtown study. It must be remembered, however, that the Elmtown study did not have all the students of lower class backgrounds attending college preparatory schools.

When comparing the occupational level to which the students were aspiring with the occupational level attained by their fathers, more than 90 per cent of the students from each school wanted as high or higher occupations than their fathers. More than 70 per cent of these wanted a

TABLE 59

COMPARISON BETWEEN SCHOOLS OF THE VARIOUS FACTORS INFLUENCING STUDENTS TO THE PRIMARY CHOICE OF AN OCCUPATION AT THE TOP LEVEL[a]

Factors	St. Thomas High	St. John High
Curriculum:		
Classical	84.0	88.0
Scientific	76.0	64.0
Academic	28.0	44.0
Intellectual Ability:		
100 - 119	50.0	39.3
120 - 128	65.0	75.0
129 and above	88.2	87.0
Achievement Ranking:		
0 - 39th percentile	38.5	42.9
40 - 79th percentile	65.4	65.2
80 - 99th percentile	87.0	88.5
Ethnic Background:[b]		
First or second generation American	75.0	67.2
At least third generation American	55.3	62.5
Father's Occupational Level:[b]		
1 - 2	73.7	65.2
3	66.7	73.3
4 - 7	50.0	62.2
Social Class:[b]		
I - II	77.7	75.0
III	63.6	63.6
IV - V	50.0	50.0

[a]Given in percentages of those in the different categories that did aspire to a top level occupation which had been determined by Hollingshead's occupational classifications.

[b]When comparisons would be made with a raw score under ten, categories have been combined.

higher occupational level (pp. 34, 66).

Although the ethnic background (whether the students were first, second, or third generation Americans) seems to be of little importance at St. John High, it appeared to be important at St. Thomas High. As can be seen from Table 59, almost the same percentage of students from each generation at St. John High were aspiring to top level occupations. The third generation students from St. Thomas High, however, had a somewhat lower percentage of students with such aspirations.

Making a comparison among all of these factors to show that occupational aspirations are due to one factor rather than another does not seem possible. Although the numerical percentages between the two schools in each comparison generally varied a few points, there was a definite consistency noted within each of the factors. All of the factors seem to be part of a complex: the lower social classes have lower levels of aspirations than the higher social classes; those of the academic curriculum do not aspire to the level that those in the classical curriculum do; those of high I.Q. scores aspire to higher levels than do those of average intellectual ability; the higher the scholastic achievement, the higher the level of aspiration.

When asked to fill in their primary choice of an occupation, there was some degree of agreement between the students of the two schools. St. Thomas students indicated as most popular selection of careers the doctor, the engineer, and the lawyer, while St. John students placed the doctor, the teacher, and the lawyer as the top three choices (pp. 37, 68).

As was consistent was the findings of Coleman in The Adolescent Society, less than 10 per cent of the students from each school indicated that they wanted to follow in their father's footsteps as their primary occupational preference. Four students from St. Thomas High indicated as their primary occupational choice what their father had chosen for his way of life: two doctors, one engineer, and one food broker. Eight of these seventy-five students chose as their second choice their father's occupation: one accountant, one butcher, one business executive, one decorator, one engineer, and three salesman. The students from St. John High had six representatives of their father's specific occupation as their primary choice: one dentist, three engineers, one lawyer, and one salesman. Two students mentioned their father's occupation as their secondary choice: a funeral director and a salesman.

Therefore, both the specific occupational choice and occupational level of the students' selections generally appear to be different from that of their parents. One exception was noted in the case of students whose fathers were in the top occupational bracket. While most of these students did not choose the same specific occupation as their fathers, they did select an occupation in the same category.

When comparing the different factors influencing a student to the primary choice of the medical profession, which was the most popular choice of occupations in both schools, there seems to be little agreement between the two schools (Table 60). The students of the classical curriculum from St. Thomas High elected the medical profession more than did the students from the other two curricula. Yet the students from St.

TABLE 60

COMPARISON BETWEEN SCHOOLS OF FACTORS INFLUENCING THE STUDENTS TO THE PRIMARY CHOICE OF THE MEDICAL PROFESSION (DOCTOR)[a]

Factors	St. Thomas High (N = 13)	St. John High (N = 16)
Curriculum Choice:		
Academic	8.0	20.0
Classical	36.0	16.0
Scientific	8.0	16.0
Intellectual Ability:		
100 - 119	8.1	14.3
120 - 128	25.0	20.8
above 128	29.4	30.4
Achievement Ranking:		
0 - 39th percentile	7.7	23.3
40 - 79th percentile	11.5	8.7
80 - 99th percentile	34.8	30.8
Social Class:[b]		
I - II	33.3	30.0
III	12.1	18.5
IV - V	20.8	17.9
Ethnic Background:[b]		
First or second generation American	17.8	18.6
At least third generation American	17.0	25.0

[a]This was the most popular choice of specific occupations in both schools. Percentages were based on the possible number of respondents in each category.

[b]When possible number of respondents were fewer than ten, categories were combined for sake of comparison.

St. John High had almost the same numerical representation from each of the curricula. Top scholastic achievement seemed important in both schools, yet in St. John High a surprisingly high number of students with low scholastic rankings were aspiring to this career. The greatest degree of agreement between the schools was found in the intellectual ability factor where very few of the students from the schools with an I.Q. under 120 elected this profession.

No conclusions were able to be made from a comparison of the next popular professions: the engineer, the lawyer, and the teacher. Despite the fact that certain courses had been geared for those mathematically inclined, the engineering profession was not a popular choice for the students of St. John High's scientific curriculum. The law profession preference had students from all the curricula, social classes, with divergent intellectual abilities and scholastic achievements. When the students were asked to indicate how they would feel if they had chosen ten different occupations, the most satisfactory vocation for both schools was the law profession (pp. 48, 78).

Regarding the parental influence in the student's aspirations, when asked whether their parents had any preference for their life's work, 89 per cent of the students from St. Thomas High responded in the negative. Eighty four per cent of those from St. John High indicated that their parents had not given them any preferences. Only four per cent of the students from St. John and St. Thomas indicated that their parents had shown some disapproval of the occupation they sought. It is possible, however,

that if the students had given their parents an occupational choice that was not a white collar or even one of the professions, the responses would not have been in such agreement.

In comparing the two schools on the question: whether the students would change their primary occupational preferences in opposition coming from parents, favorite teacher, or closest friend, the familial ties at St. Thomas High appear to be closer than those at St. John High. Both schools had indicated 60 per cent of the students first seeking advice from their parents if they had a problem with their future career selection. Given this familial bond, 17.3 per cent of the students from St. Thomas High indicated that they would not enter a profession in contradiction to their parents' wishes. A somewhat smaller percentage of the students from St. John High (4.0) responded that they would change occupational choices in face of such opposition (Table 61).

While this would seem to indicate an unwillingness for the most part to follow parental wishes, the socialization process consisting in these schools of a predominantly middle class orientation would make it unlikely for parents to expect them to do so.

Occupational Values

By conceiving action, as was done in the first chapter, "to be oriented to the attainment of goals, and hence to involve selective processes relative to goals," the motivational factors behind the students' choices must now be considered. As was consistent with the findings of other studies, the main reason given by the students from both schools for their

TABLE 61

COMPARISON BETWEEN SCHOOLS ON THE QUESTION IF THE STUDENTS WOULD CHANGE THEIR PRIMARY OCCUPATIONAL PREFERENCES IN OPPOSITION COMING FROM PARENTS, FAVORITE TEACHER, OR CLOSEST FRIEND

Person in opposition:	St. Thomas High	St. John High
Parents--		
Students definitely would	0.0	0.0
Probably would	17.3	4.0
Definitely would not	25.3	25.3
Probably would not	38.7	54.7
Uncertain	18.7	16.0
Favorite Teacher --		
Students definitely would	0.0	0.0
Probably would	6.7	0.0
Definitely would not	42.7	56.0
Probably would not	40.7	37.3
Uncertain	10.7	6.7
Closest Friend --		
Students definitely would	0.0	1.3
Probably would	0.0	1.3
Definitely would not	60.0	62.7
Probably would not	36.0	28.0
Uncertain	4.0	6.7

choice of a primary occupation was the enjoyment of the work itself (Table 62). It is true that in both schools the financial aspects of the job were not mentioned by the students to be of prime importance. This might be explained by the fact that most of them were selecting occupations that would probably be adequate or even high paying jobs. Further questioning may have indicated money to be of more importance than the students themselves were aware.

TABLE 62

COMPARISON BETWEEN SCHOOLS AS TO THE REASON WHY THE STUDENTS CHOSE THE SPECIFIC OCCUPATION THAT THEY DID

Reason	St. Thomas High	St. John High
Enjoyment of the work	60.0	61.3
Service to humanity	20.0	17.3
Native ability	9.3	6.7
Financial aspects of job	6.7	9.3
Other reason	4.0	5.3

Concluding Remarks

Summing up the material of this study in terms of the hypotheses, the following conclusions are of note. In general, it would seem that the standings in the schools are more closely related to the choice of a top level occupation than other factors. However, when one considers the relationship between social class and intellectual ability and curriculum choice that was noted in the third and fourth chapters, the question remains unsolved. To what extent is I.Q., achievement ranking, and

curriculum choice a result of the occupational level of the father and social class? There is some indication that occupational level and social class are more influential than visa versa. Scholastic achievement did not seem to play a more important role in occupational aspirations than a student's I.Q. score. Both were seen to be equally important.

Concerning the other secondary hypothesis as to the motivational factors or goals in a vocational choice, it was verified that the enjoyment of the work, service to humanity, and native ability were more meaningful than financial and prestige factors. This was found to be true in students of different family backgrounds and of diverse standings in the schools. It would seem that the schools themselves are playing an important role in the molding of these adolescents and their value systems or that application and admission to the schools preselects students with these motivational values. Upper class, middle class, and lower class students are all sharing the same value systems. Whether the students' parents or grandparents were immigrants seems to be of little importance when considering the motivational factors in these occupational preferences.

Certain limitations of the present study are seen in the sample and questionnaire. All of the students were college preparatory students with relatively high I.Q. scores. All of them were of the same religious affiliation. The students were predominantly middle-class, third generation Americans. These factors must be kept in mind when viewing the conclusions of the present study. Further investigation could be employed on the subject of occupational aspirations of high school seniors by studying

adolescents of various religious affiliations and more divergent I.Q. scores.

Instead of the questionnaire, the interview method might have been more penetrating in discovering attitudes toward parents and aspiration levels. Interviews with the students themselves and with their parents would be valuable. Additional information about the student in a situation of some occupational preference which he might have but which paid little financially might be of some value in terms of what both he and his parents would think.

Given the recent sociological findings on the similarities between Catholic and Protestant in terms of percentages attending college, percentages of upper or upper middle class backgrounds, percentages earning more than $8,000 a year, what similarities are present now on the level of high school seniors?[3] What differences are there between these two religious affiliations in terms of occupational aspirations and occupational values?

The students from St. Thomas High and St. John High have indicated certain occupational aspirations. An interesting study would be to investigate these same students ten years from now to determine whether their occupational aspirations were absolute or relative desires. Once they have actually chosen a specific occupation, their values or goals in that particular situation would make a profitable investigation.

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[3]Greeley, p. 35.

APPENDIX I

STUDY OF HIGH SCHOOL STUDENTS' ATTITUDES

conducted by

UNIVERSITY RESEARCH

This questionnaire is part of a study being carried out in selected high schools to learn about the interests and attitudes of high school students in various situations. We hope to learn something about high school students to better understand and guide them in making plans for the future. Please help us accomplish this purpose by honestly answering every question to the best of your knowledge.

You will not be asked to write your name on this questionnaire. When you have completed this questionnaire, place it in the envelope you have been given and seal the envelope. We ask you to write your name on the sealed envelope in the upper right-hand corner. This will be necessary to obtain your I.Q. rating and achievement-ranking from the office files. Once these two marks have been recorded on your questionnaire, the envelope with your name on it will be destroyed. No reference will ever be made to you by name in the course of this study; no one of your teachers will see what you have written on the following pages.

Remember: This is an attitude questionnaire, and not a test. There are no right or wrong answers. Most of the questions can be answered by a check in a bracket. Specific instructions are given where needed. Disregard the numbers on the left of the brackets; they are only to aid in tabulating your answers.

(You may start immediately)

---

1. How much formal education did your father have? (Check one)
   1 ( ) some grade school
   2 ( ) finished grade school
   3 ( ) some high school
   4 ( ) finished high school
   5 ( ) some college
   6 ( ) finished college
   7 ( ) some graduate or professional school after college
   8 ( ) received graduate degree (M. A., Ph. D. or equivalent)
   9 ( ) don't know

2. Where was your father born?
   1 ( ) in the United States
   2 ( ) outside the United States
   (If outside the United States, where?_____)

3. Where was his mother born?
   1 ( ) in the United States
   2 ( ) outside the United States
   (If outside the United States, where?_____)

4. Where was his father born?
   1 ( ) in the United States
   2 ( ) outside the United States
   (If outside the United States, where?_____)

5. What is your father's occupation? What does he do? Be as specific as you can. (If he is deceased, say what his occupation was.)

_____

6. How much formal education did your mother have? (Check one)
   1 ( ) some grade school
   2 ( ) finished grade school
   3 ( ) some high school
   4 ( ) finished high school
   5 ( ) some college
   6 ( ) finished college
   7 ( ) some graduate or professional school after college
   8 ( ) received graduate degree (M. A., Ph. D., M. D., or equivalent)
   9 ( ) don't know

7. Where was your mother born?
   1 ( ) in the United States
   2 ( ) outside the United States
   (If outside the United States, where?_____)

8. Where was her father born
   1 ( ) in the United States

2 ( ) outside the United States
(If outside the United States, where?_____)

9. Where was her mother born?
1 ( ) in the United States
2 ( ) outside the United States
(If outside the United States, where?_____)

10. If your mother has an occupation outside of the home, what does she do? Be as specific as you can. (If she is deceased, say what her occupation was.)

_____

11. Are your parents living?
1 ( ) both living
2 ( ) only mother living
3 ( ) only father living
4 ( ) neither living

12. Are your parents divorced or separated?
1 ( ) yes 2 ( ) no

13. Do you live with. . .
1 ( ) mother and father
2 ( ) mother and stepfather
3 ( ) father and stepmother
4 ( ) father only
5 ( ) mother only
6 ( ) other (If other, write in:_____)

14. During the past two years you have been taking a specific course, e.g., classical, scientific, academic. Which course have you been taking?

_____

15. Why did you take this particular course?

_____

16. Do you plan to go to college?
1 ( ) yes
2 ( ) no
3 ( ) undecided

17. What general program do you presently plan to take in college? (Answer only if you are going to college.)
1 ( ) undecided
2 ( ) a liberal arts program
3 ( ) a science program
4 ( ) a business program

5 ( ) engineering
6 ( ) pre-medicine
7 ( ) pre-law
8 ( ) pre-dentistry
9 ( ) other (If other, please specify:_____)

18. Considering your own capabilities and present probabilities, and assuming that all will go as you expect, list below your first three choices of occupations you would prefer to have. Briefly, yet as completely as you can, tell why. (Complete sentences are not necessary.)

My first choice is:_____Why?_____

_____

My second choice is:_____Why?_____

_____

My third choice is:_____Why?_____

_____

19. If your parents were greatly opposed to your #1 choice of occupations, would you change your choice?
1 ( ) definitely would change
2 ( ) probably would change
3 ( ) definitely would not change
4 ( ) probably would not change
5 ( ) uncertain

20. If your favorite teacher were greatly opposed to your #1 choice of occupations, would you change your choice?
1 ( ) definitely would change
2 ( ) probably would change
3 ( ) definitely would not change
4 ( ) probably would not change
5 ( ) uncertain

21. If your closest friend were greatly opposed to your #1 choice of occupations would you change your choice?
1 ( ) definitely would change
2 ( ) probably would change
3 ( ) definitely would not change
4 ( ) probably would not change
5 ( ) uncertain

22. Rank the following reasons in the order of importance which you think young men in general should consider in choosing a job.

#1 is the highest number in importance; #8 is the lowest number.

____the security of steady work

____the opportunity for advancement; whether the job has a future

____the enjoyment of the work itself; what he is interested in doing

____the prestige that goes with the job

____his own native ability, personality, and physical strength

____financial aspects of the job

____service to humanity; can he help others through this occupation?

____physical aspects of the job: short hours, safe and clean work

23. A lot of times people make plans and then find that the plans cut into something else. Suppose your family had planned a summer vacation. If you go with them, it means you can't go on a trip with your friends, as you've planned and would like also to do. What do you think you would do?

1 ( ) go on vacation with parents
2 ( ) go on trip with friends
3 ( ) uncertain

24. Let's say that you had always wanted to belong to a particular club in school, and then finally you were asked to join. Then you found out that your parents didn't approve of the group. What would you do?

1 ( ) definitely join anyway
2 ( ) probably join
3 ( ) probably not join
4 ( ) definitely not join
5 ( ) uncertain

25. In the same situation, if your parents approved of the club, but the teacher you liked the most disapproved of the group, what would you do?

1 ( ) definitely join anyway
2 ( ) probably join
3 ( ) probably not join
4 ( ) definitely not join
5 ( ) uncertain

26. In the same situation, if your parents and teachers both approved of the group, but by joining the club you would break with your closest friend, who wasn't asked to join the club, what would you do?
   1 ( ) definitely join anyway
   2 ( ) probably join
   3 ( ) probably not join
   4 ( ) definitely not join
   5 ( ) uncertain

27. If you were forced to make a choice against the disapproval of your parents, favorite teacher and closest friend which would be the hardest?
   1 ( ) parents' disapproval
   2 ( ) favorite teacher's disapproval
   3 ( ) closest friend's disapproval

28. Regarding what you want to do in life, do your parents agree with your preference?
   1 ( ) they strongly agree
   2 ( ) they agree
   3 ( ) they disagree
   4 ( ) they strongly disagree
   5 ( ) uncertain

29. Do your parents have any specific preference regarding your future occupation in life?

   1 ( ) yes
   2 ( ) no
   3 ( ) uncertain
   (If yes, what is it?_____)

30. Answer this question only if you answered the last question yes
   Regarding your parents' preference, do you feel that you should follow their directives?

   1 ( ) agree
   2 ( ) strongly agree
   3 ( ) disagree
   4 ( ) strongly disagree

If you disagree, why do you disagree?_____

_____

If you agree, why do you agree?_____

_____

31. What do your parents think the <u>one</u> most important thing is that <u>you</u> should consider in choosing your future work?

_____

32. If you had a serious problem regarding your choice of a future career, with whom would you <u>first</u> talk it over?

1 ( ) mother
2 ( ) father
3 ( ) certain teacher
4 ( ) close friend
5 ( ) other (If other, please specify:_____)

33. Listed below are a number of occupations. Suppose that things worked out so that <u>you</u> were in the following jobs. Indicate in the space provided how you yourself, your mother, and your father would feel about such a choice. If one or both of your parents are dead, leave that space blank. Please circle the appropriate feelings according to the following key:

1. very satisfied
2. satisfied
3. not sure
4. dissatisfied
5. very dissatisfied

E.g., if you were a reporter on a newspaper and you think that you would like such an occupation, circle #1 or #2 depending on the extent you think you would enjoy such a career. If you think that your mother would not like you to have such a job, indicate this by circling #4 or #5 depending on the degree you think she would be in opposition. If you have no idea at all about how your father would feel concerning your choice of this occupation, mark #3.

<u>OCCUPATION</u>	<u>YOUR FEELING</u>	<u>MOTHER'S FEELING</u>	<u>FATHER'S FEELING</u>
Accountant	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Business Executive	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
College Professor	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Dentist	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Doctor	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

OCCUPATION	YOUR FEELING	MOTHER'S FEELING	FATHER'S FEELING
Engineer	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
High School Teacher	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lawyer	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Priest	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Salesman	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX II

Shown below is a copy of the coding card used in the study. On the following pages an explanation is given for the various numbers on the card.

---

1. _____ 1 2 3 4

2. _____ 1 2 3 4 5

3. 0 1 2 3 4 5 6 7 8 9
4. 0 1 2 3 4 5 6 7
a. 1 2 3 4 5
5. 0 1 2 3 4 5 6 7 8 9
6. 1 2

7. 0 1 2 3 4 5 6 7 8
8. 1 2 3 4
9. 1 2
10. 1 2 3 4
11. 0 1 2 3 4 5

12. 1 2 3
13. 1 2 3 4 5 6 7 8 9
a. s d

Father:_____

Choice #1: _____

Choice #2:_____

14. 1 2 3 4 5 6 7
a. s d
b. s h l
15. 1 2 3 4 5 6 7
a. s d
b. s h l

16. 1 2 3 4 5
17. 1 2 3 4 5
18. 1 2 3 4 5
19. 1 2 3
20. 1 2 3 4 5
21. 1 2 3 4

22a 1 2 3 4 5 6 7 8
b 1 2 3 4 5 6 7 8
c 1 2 3 4 5 6 7 8
d 1 2 3 4 5 6 7 8
e 1 2 3 4 5 6 7 8
f 1 2 3 4 5 6 7 8
g 1 2 3 4 5 6 7 8
h 1 2 3 4 5 6 7 8

23. 0 1 2 3 4 5 6 7 8 9
24. 0 1 2 3 4 5 6 7 8 9
25. 0 1 2 3 4 5 6 7 8 9
26. 0 1 2 3 4 5 6 7 8 9

27. s d
28. s d
29. s d
30. s d

31. BOY M F
a) 0 1 2 3 4 5 s d s d
b) 0 1 2 3 4 5 s d s d
c) 0 1 2 3 4 5 s d s d
d) 0 1 2 3 4 5 s d s d
e) 0 1 2 3 4 5 s d s d
f) 0 1 2 3 4 5 s d s d
g) 0 1 2 3 4 5 s d s d
h) 0 1 2 3 4 5 s d s d
i) 0 1 2 3 4 5 s d s d
j) 0 1 2 3 4 5 s d s d

PROJECT NUMBER_____

Coding Instructions

A. Color of card:
blue: academic curriculum at St. Thomas High
watermellon: classical curriculum at St. Thomas High
yellow: scientific curriculum at St. Thomas High
green: academic curriculum at St. John High
white: classical curriculum at St. John High
orange: scientific curriculum at St. John High

1. IQ: 1) 100-109; 2) 110-119; 3) 120-128; 4) 129 and above

2. Achievement ranking at the end of seven semesters:
1) 0-19th percentile (193 and above)
2) 20-39th percentile (145-192)
3) 40-59th percentile (97-144)
4) 60-79th percentile (49-96)
5) 80-99th percentile (1-48)

3. Father's Education:
0) not mentioned; 1) some grade school; 2) finished grade school; 3) some high school; 4) finished high school; 5) some college: 6) finished college; 7) some graduate work; 8) received graduate degree; 9) don't know

4. Father's occupation:
0) not mentioned; 1) higher executives, proprietors of large concerns, major professionals; 2) business managers, proprietors of medium sized businesses, lesser professionals; 3) administrative personnel, small independent businesses, minor professionals; 4) clerical and sales workers, technicians, owners of little businesses; 5) skilled manual employees; 6) machine operators and semi-skilled employees; 7) unskilled employees

4a. Social Class: 1) I; 2) II; 3) III; 4) IV; 5) V

5. Mother's Education:
0) not mentioned; 1) some grade school; 2) finished grade school; 3) some high school; 4) finished high school; 5) some college; 6) finished college; 7) some graduate work; 8) received graduate degree; 9) don't know

6. Mother employed: 1) yes; 2) no

7. Birthplace of parents and grandparents:
0) not answered; 1) father and mother outside United States; 2) father outside; mother inside; 3) father inside; mother outside; 4) all grandparents outside, but mother and father inside; 5) grandparents

outside, but not father and mother; 6) 2 grandparents outside, but not father and mother; 7) 1 grandparent outside, but not father and mother; 8) neither parents nor grandparents born outside United States

8. Parents living? 1) both; 2) only mother; 3) only father; 4) neither

9. Parents divorced or separated? 1) yes; 2) no

10. Live with? 1) mother and father; 2) only father; 3) only mother; 4) other

11. If had a problem regarding future choice, would talk first with? 0) unanswered; 2) mother; 2) father; 3) teacher; 4) friend; 5) other

12. Plan to go to college? 1) yes; 2) no

13. General program? 1) undecided; 2) liberal arts; 3) science; 4) business; 5) engineering; 6) pre-medicine; 7) pre-law; 8) pre-dent; 9) other

13a. Same program as #1 choice of occupations? s) same; d) different

14. Concerning #1 choice of occupations:
1 - 7 according to Hollingshead division

14a. Same occupation as father? s) same; d) different

14b. Same occupational level as father? s) same; h) higher; l) lower

15. Concerning #2 choice of occupations:
1 - 7 according to Hollingshead division

15a. Same occupation as father? s) same; d) different

15b. Same occupational level as father? s) same; h) higher; l) lower

16. If parents were in opposition to #1 choice of occupations would you change? 1) definitely would change; 2) probably would change; 3) definitely would not change; 4) probably would not change; 5) uncertain

17. If favorite teachers were in opposition to #1 choice?
1 - 5: same key as in question #16.

18. If closest friend were in opposition to #1 choice?
1 - 5: same key as in question #16.

19. Greatest disapproval to a choice would come from?
1) parents; 2) teacher; 3) close friend

20. Do parents agree with your preference in life? 1) strongly agree; 2) agree; 3) disagree; 4) strongly disagree; 5) uncertain

21. Parents have specific preference for future occupation? 1) yes, and I agree with it; 2) yes, and I disagree with it; 3) no; 4) uncertain

22. Student's reasons for choosing a job (young man in general): ranked in order of preference from 1 - 8 --
    a) security of the work
    b) chance for advancement
    c) enjoyment of work
    3) prestige
    3) native ability
    f) money
    g) service
    h) physical aspects of the job

23. #1 value for young men in general to consider:
    0) no answer
    1) security from steady work
    2) change for advancement
    3) enjoyment of the work
    4) prestige
    5) native ability
    6) money
    7) service
    8) physical aspects of the job
    9) other

24. Main reason for his #1 choice of occupations:
    0 - 9 as in question 23.

25. Main reason for his #2 choice of occupations:
    0 - 9 as in question 23.

26. What parents think he ought to consider?
    0 - 9 as in question 23.

27. Reason for choice of two occupations: s) same; d) different

28. #1 value for young men compared to his #1 choice: s) same; d) different

29. Value of what parents think and his #1 choice: s) same; d) different

30. Value of what parents think and what young men in general should think according to student: s) same; d) different

31. Values of certain occupations for him and parents: a) accountant; b) business executive; c) college professor; d) dentist; e) doctor;

f) engineer; g) high school teacher; h) lawyer; i) priest; j) salesman

Code for boy: 0) not answered; 1) very satisfied; 2) satisfied; 3) not sure; 4) dissatisfied; 5) very dissatisfied

Code for mother: s) same; d) different

Code for father: s) same; d) different

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APPROVAL SHEET

The thesis submitted by Richard W. Anderson, S.J. has been read and approved by three members of the Department of Sociology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

Jan 18, 1965
Date

Francis G. Cizon
Signature of Adviser