

R E P O R T R E S U M E S

ED 014 739

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SCOPE STATE PROFILE--GRADE TWELVE, 1966, MASSACHUSETTS. A
DESCRIPTIVE REPORT.

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CALIFORNIA UNIV., BERKELEY, CTR. FOR R AND D IN ED
COLLEGE ENTRANCE EXAMINATION BOARD, NEW YORK, N.Y.

FUB DATE

66

EDRS PRICE MF-\$0.50 HC-\$3.04 74P.

DESCRIPTORS- DECISION MAKING SKILLS, *HIGH SCHOOL STUDENTS,
*EDUCATIONAL RESEARCH, RESEARCH PROJECTS, *RESEARCH AND
DEVELOPMENT CENTERS, VOCATIONAL EDUCATION, *OCCUPATIONAL
CHOICE, ACADEMIC ABILITY, *DECISION MAKING, QUESTIONNAIRES,
ACADEMIC ABILITY TEST, SCH. TO COLL. OPPORT. FOR POSTSEC. ED.
(SCOPE)

SCHOOL TO COLLEGE--OPPORTUNITIES FOR POST SECONDARY
EDUCATION (SCOPE), IS A SIX-YEAR PROJECT WHICH SEEKS TO
DISCOVER DECISION-MAKING PATTERNS AMONG HIGH SCHOOL STUDENTS.
THIS REPORT ON MASSACHUSETTS, THE SECOND OF THE SERIES, GIVES
MEANS, PERCENTILE RANKS, STANDARD DEVIATIONS, AND
DISTRIBUTIONS ON THE VERBAL ABILITY TEST, MATH ABILITY TEST,
ABILITY TEST, STUDENT QUESTIONNAIRE ITEM ANALYSIS,
OCCUPATIONAL PREFERENCE ITEM ANALYSIS, ACTIVITIES PREFERENCE
ITEM ANALYSIS, AND AN INTELLECTUAL PREDISPOSITION SCALE.
INFORMATION ABOUT BOTH NINTH- AND TWELFTH-GRADE STUDENTS, AS
A BASIS FOR LONGITUDINAL STUDIES, WAS COLLECTED ABOUT THE
FOLLOWING VARIABLES--ACADEMIC ABILITY TEST SCORES, FAMILY AND
HOME MILIEU, PARENTAL EXPECTATIONS, SELF-EVALUATION, VALUES,
PERCEPTIONS OF SCHOOL, INFORMATION-SEEKING ACTIVITIES,
OCCUPATIONAL PREFERENCES, AND INTELLECTUAL PREDISPOSITION.
(WR)

ED014739

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*A study
of student
decision-
making
and its
outcomes*

*by the Center
for Research
and
Development
in Higher
Education
in cooperation
with the
College Entrance
Examination Board*

*A Descriptive Report
from
The Center for Research
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*College Entrance Examination Board
New York, December 1966*

**SCOPE
State Profile
Grade Twelve 1966
Massachusetts**

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Introduction

Discovering the decision-making patterns among high school students—the ways in which they acquire information about colleges and vocations; the nature and relative importance of parental, school, and general community influences on their decisions; and when various stages in the decision-making process occur—is the main emphasis of SCOPE (School to College: Opportunities for Postsecondary Education). This six-year project, involving almost 90,000 students in four states, is formally sponsored by the Center for Research and Development in Higher Education and the College Entrance Examination Board. While the complex study of student decision making will be directed and conducted by the Center at the University of California, Berkeley, the College Board will provide major assistance through its staff, advisory committees of educators, and financial support. The active participation of teachers and administrators in schools, colleges, and educational systems is fundamental to the success of the project. No one will contribute more, of course, than the students being studied.

Nature of the Report

This report of the characteristics of a large sample of students in one state is the second in a unique series of publications in which SCOPE shares the immediate descriptive analyses of information that has been collected through the help of school personnel and students throughout the state. Unlike the first report, which was an individual school profile and distributed only to the principals of the cooperating schools in order to protect the privacy of schools and students, this report is distributed widely throughout the state. The superintendents of all school districts in the state as well as the cooperating principals have received copies. In this manner the SCOPE staff hopes to make many educational leaders aware of the results of this research in their state.

It should be noted that the project is not concerned with comparing individual schools or the status of individual students. SCOPE is concerned, however, with understanding how young men and women with similar characteristics, education, and home environments develop as they move

through secondary schools into postsecondary education and the world of work.

Uses and Limitations

With the cooperation of the publications division of the College Board, a series of "instant feedback" reports for schools, colleges, and educational organizations is being planned. It is important to note that this early sharing of findings is not a substitute for more substantial and interpretive publications. SCOPE and the Board are planning a series of major publications for the educational profession, generally, and for such groups as administrative leaders, guidance workers, and college officials, specifically. Technical reports and monographs will also serve others involved in educational and social research.

Among the many ways in which this and subsequent profiles can be used is to examine the diversity of student responses to factors which may influence what students do and what they think about their educational and career opportunities—or barriers. Furthermore, the reports reveal areas in which the students of the state tend to be relatively homogeneous as compared with those areas in which great diversity exists. Perhaps more important is the possibility that such profiles may stimulate, in a tentative fashion, hypotheses about how students make decisions, and that they may help in testing some assumptions educators have about educational practices and student reactions to them. This, in brief, is the very procedure that the SCOPE staff is using in designing more complex and subtle analyses of data from these descriptive reports which are being shared with educational leaders in each state. It may be that individual school districts will find these reports valuable in designing local studies. Such possibilities are enhanced by the coordinate four-state composite reports which help put the state profiles into perspective.

The SCOPE project will be interested in and will seek information about many aspects of student decision making which are not reflected by these early descriptive profiles. During the spring of 1966, rather basic data about the student and his home and educational environment were collected. It is these findings that constitute the foun-

dation for continuing study of students during the school and college years. The profiles of these first data provide the most fruitful leads for the SCOPE staff and their consulting committees in designing methods for more penetrating study of the decision-making process.

Coordinate Profiles:

School, State, and Four-State Composite

The reader will discover that the format for this state report and the four-state composite report are identical, as was the format for the individual school profiles. This was done to aid the reader in interpreting characteristics of specific groups of students. For each report, every item in the student questionnaires has been rewritten for ease in reading and easy identification of frequencies and percentages for different student responses.

For test information, however, mean scores and standard deviations, as well as frequency and percentile distributions, have been presented. Again, some valuable comparisons can be made by using the state and composite reports together.

In using these descriptive reports, it is important to know something about the background and purposes of SCOPE, as well as of the characteristics and limitations of the samples of students. General comments are made about these matters in this report with an extensive discussion of the samples and sampling procedures used for each state in the study (California, Illinois, Massachusetts, and North Carolina).

Nature of SCOPE

The Advancement of Educational Knowledge

The project schools and their students are playing an important role in advancing educational knowledge, an increasingly important objective of public and private education. A balance between this responsibility and respect for the privacy of individuals is one that SCOPE seeks to establish through continued cooperation with representatives of the many groups involved in the project. The counsel of advisory bodies and professional groups has

contributed and will continue to contribute to meaningful inquiry about students, their backgrounds, attitudes, and aspirations. It will also assure the protection of anonymity of both individuals and schools.

Background and Purpose

Although much is already being learned about the many factors that influence the transition of students from school to college and the world of work, the principal aim of SCOPE is to discover decision-making patterns among high school students—how and when they decide what they will do after graduation or leaving school. No less important will be the follow-up phases of the project, designed to find out how well students do after graduation and how they view their decisions in retrospect. An accurate picture of these decision-making patterns should help all persons with responsibilities in secondary and higher education perform their roles more effectively. In particular, it should reveal why many promising students, especially those with educational disadvantages, do not attend college, and it should suggest ways to remedy these losses.

The Scope of SCOPE

The study was well under way in the spring of 1966 with the administration of questionnaires and measures of aptitudes, interests, and attitudes to freshmen and seniors in representative high schools in California, Illinois, Massachusetts, and North Carolina. It is data from these tests that are being reported in this publication. The four project states were selected because they differ from one another in their commitments to public and private education and in the ways they are planning for education beyond the high school. At the same time, each state is a leader in the kind of education it provides.

1967 follow-up. The project staff is using these profiles and other data to design methods of following the progress of the nearly 90,000 freshmen and senior students in the SCOPE samples. In the spring of 1967, most of the original twelfth graders will be completing the freshman year of college, attending some other postsecondary school, working, or seeking work. Students in each of these subgroups

will be asked to comment on the outcomes, thus far, of the decisions they made while in high school and to project their future goals and aspirations. The nation's colleges and universities are responding favorably to requests for their cooperation in locating and testing SCOPE students who are attending their institutions. The problems of following so many students as they distribute themselves across complex systems of higher education and among noncollege pursuits is illustrated by Chart 1, which shows the sequence of follow-up activities now under way. The task is challenging the ingenuity of the SCOPE staff and the capabilities of data-processing installations. The procedures are being designed to minimize the assistance needed from colleges and schools, and to make even these requests easily manageable. Similar procedures, of course, will be used in following students who were freshmen in the spring of 1965 when they leave high school in 1969.

The original ninth graders are now, with few exceptions, sophomores in SCOPE schools or in new schools to which they have transferred. The follow-up activities that are necessary for studying the progress of these students are only slightly less complex than for the senior group. Chart 2 suggests the sequence of steps in locating various groups of these students during the coming months. Again, procedures are being designed for facilitating this important task and for collecting modest information about student progress during the spring of 1967.

Additional information must be assembled, however, if the understanding of student development is to be enhanced by SCOPE. The principals of project schools have taken a major step in this direction by completing a brief questionnaire that provides rather basic data about schools and their personnel. A report based on these data should be available in the near future and should be valuable in its own right. Such information about institutions will be used in the analyses of other data.

With impressive help from guidance leaders across the country, an important questionnaire is now being designed to help all educators understand guidance practices in the secondary schools and, it is hoped, the relationship of these practices to student decision making and outcomes.

Advisory committees are assisting the SCOPE staff in determining how selective information from appropriate groups of teachers and parents may be incorporated with the project.

Sampling, Samples, and Schools

Since this project is analytical in nature, comparisons will be made between subgroups of both grade 9 and grade 12 samples of students, with respect to many variables which may be influencing decisions and choices students make during the school years. The original samples drawn from the four states were representative of the state populations of public and private school students with regard to several important characteristics. The basic sampling unit, because of administrative advantages and economical use of resources, was the individual school.

Determining the Sample Sizes

In determining sample sizes for a project such as SCOPE, it is necessary to know the type and number of interrelationships that must be analyzed in the final stages of the project. For example, at the close of the SCOPE project it may be desirable to determine whether there are meaningful differences between men and women who have differing academic abilities and economic resources for education, and who have chosen diverse fields of study in several types of colleges. The number of students from the initial samples needed for final data collection is determined by the number of interrelationships to be analyzed and the desired power of statistical tests for supporting or rejecting hypothesized differences among groups of students. Through the use of appropriate theoretical models, it was determined that 3,954 students should be available for the final data collection in each of the four states. With this terminal number of students in mind it was possible, then, to take into consideration the differing dropout rates and college-going rates in the four states, as described in the next paragraph, in order to adopt appropriate initial sample sizes.

Since the major aspect of SCOPE is to study selected ninth- and twelfth-grade students as they move through

school into their second semester of college attendance, as well as to follow up students who drop out of school or who go to work instead of to college, the initial sample sizes were determined by taking into consideration persistence rates of students through each period of schooling, college-going rates in the four states, and, finally, a general persistence rate during the first year of college. Calculations based upon the overall retention rates, from grade 9 or from grade 12 through the college freshman year, resulted in the following initial sample sizes: California, 8,204 grade 9, 7,757 grade 12 students; Illinois, 14,338 grade 9, 10,881 grade 12 students; Massachusetts, 11,673 grade 9, 9,793 grade 12 students; and North Carolina, 21,846 grade 9, 12,555 grade 12 students.

Selection of Counties and Schools

Once the required initial sample sizes were calculated, the next steps were to determine how, and from where, the students were to be drawn for the samples. Because of the limited nature of the consistent and relevant information about students and schools in the project states, and in order to keep the survey areas from being unnecessarily scattered geographically, a multi-stage, stratified, proportional random-sampling procedure was used.

The counties in each of the states were statistically grouped into similar clusters on the basis of several common characteristics. Several of the characteristics, as indicated in the 1960 census data and recent school data, were: median family income, percent white collar workers, white and nonwhite racial composition, mobility of the population, rate of school attendance of school age children, school size, and ratio of students who go to college to high school graduates. Counties were then randomly selected from within each cluster of counties in each of the four states in the study. School districts, and then schools, were randomly selected from within the selected counties so that there would be samples of grade 9 and grade 12 students large enough to meet the requirements for the initial sample sizes.

Caution should be used in making generalizations about students as a result of examining data in this report or in

the coordinate four-state or school reports. In most SCOPE schools some students were away when the testing was done and some students, though few in number, chose not to participate.

Actual Samples of the Four States

The initial sample sizes (given above) calculated for each of the four states were the estimated numbers of students required to carry out the long-term analyses that are a major part of the SCOPE project. Because individual schools were chosen as the units of sampling, it was only possible to approximate samples of the desired size. When a school became part of the project, all grade 9 or grade 12 students were considered to be part of the original sample. As a result, the actual numbers of students tested in each state were: California, 9,761 in grade 9 and 7,567 in grade 12; Illinois, approximately 12,900 in grade 9 and 8,600 in grade 12; Massachusetts, 7,502 in grade 9 and 6,335 in grade 12; and North Carolina, 15,552 in grade 9 and 11,377 in grade 12. The estimated enrollments of the schools in the samples indicate that, of the students in both ninth and twelfth grades, about 10 percent did not participate in California, Massachusetts, and North Carolina, and about 7 percent did not participate in Illinois. At present, any bias that may exist because of this apparent loss is unknown, but it is expected to be minimal. SCOPE will report in the future the extent to which bias may operate as a result of nonparticipation, which is attributable primarily to students' absenteeism.

A more serious source of bias may be the loss of a metropolitan school district in each of three states, California, Illinois, and Massachusetts. Although the three districts chose not to participate, adjacent alternative schools in California and Illinois volunteered and became part of the SCOPE project. It would appear that proper representation of these two areas has thus been reestablished. Data from the additional Illinois schools are not in this report because the students were tested after the report was assembled, but they will be included in any future analyses. Because of this omission, the major metropolitan area of Illinois is underrepresented in the present

Chart 1. SCOPE project
follow-up procedures for locating 1966 twelfth graders

College-going declaration

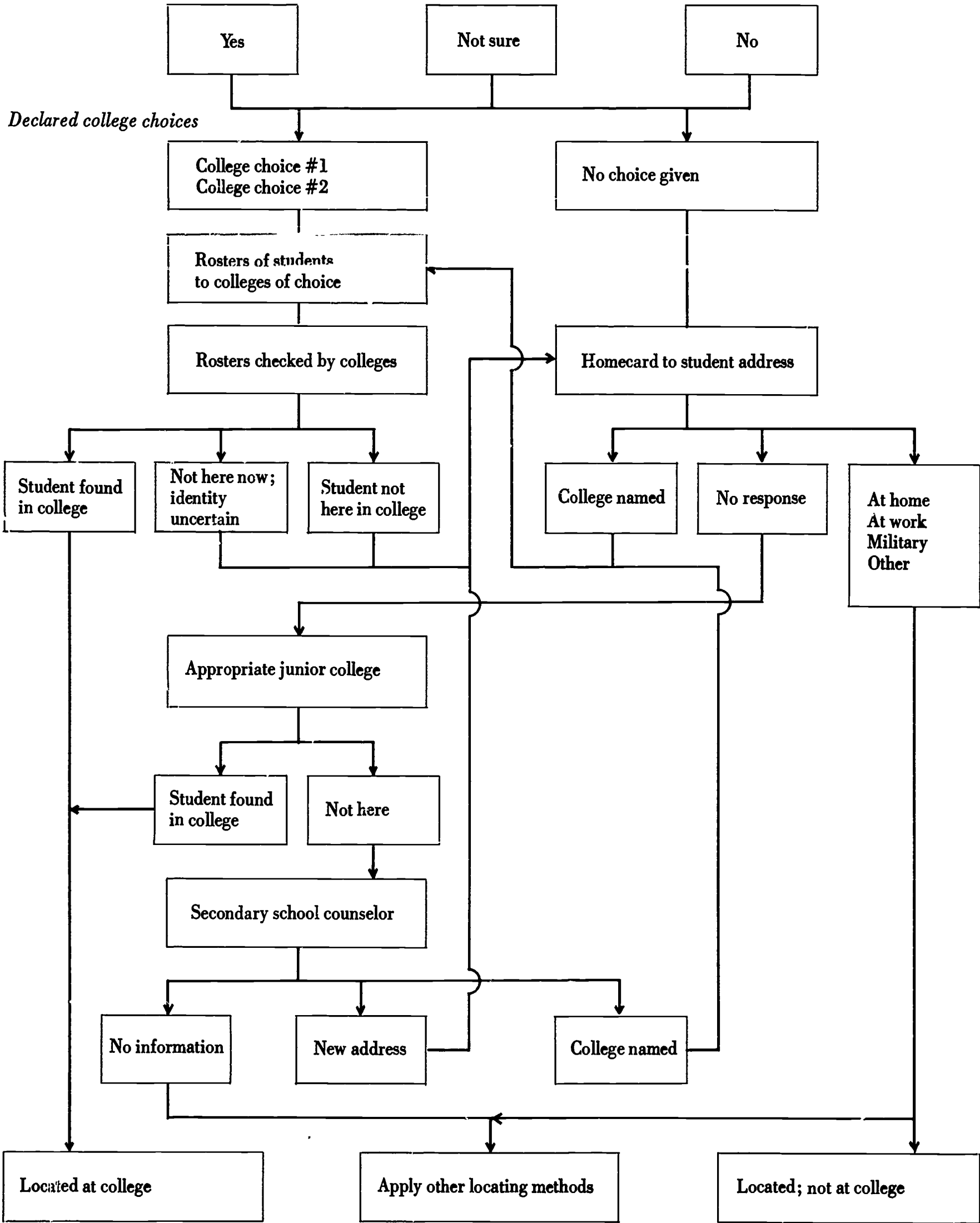
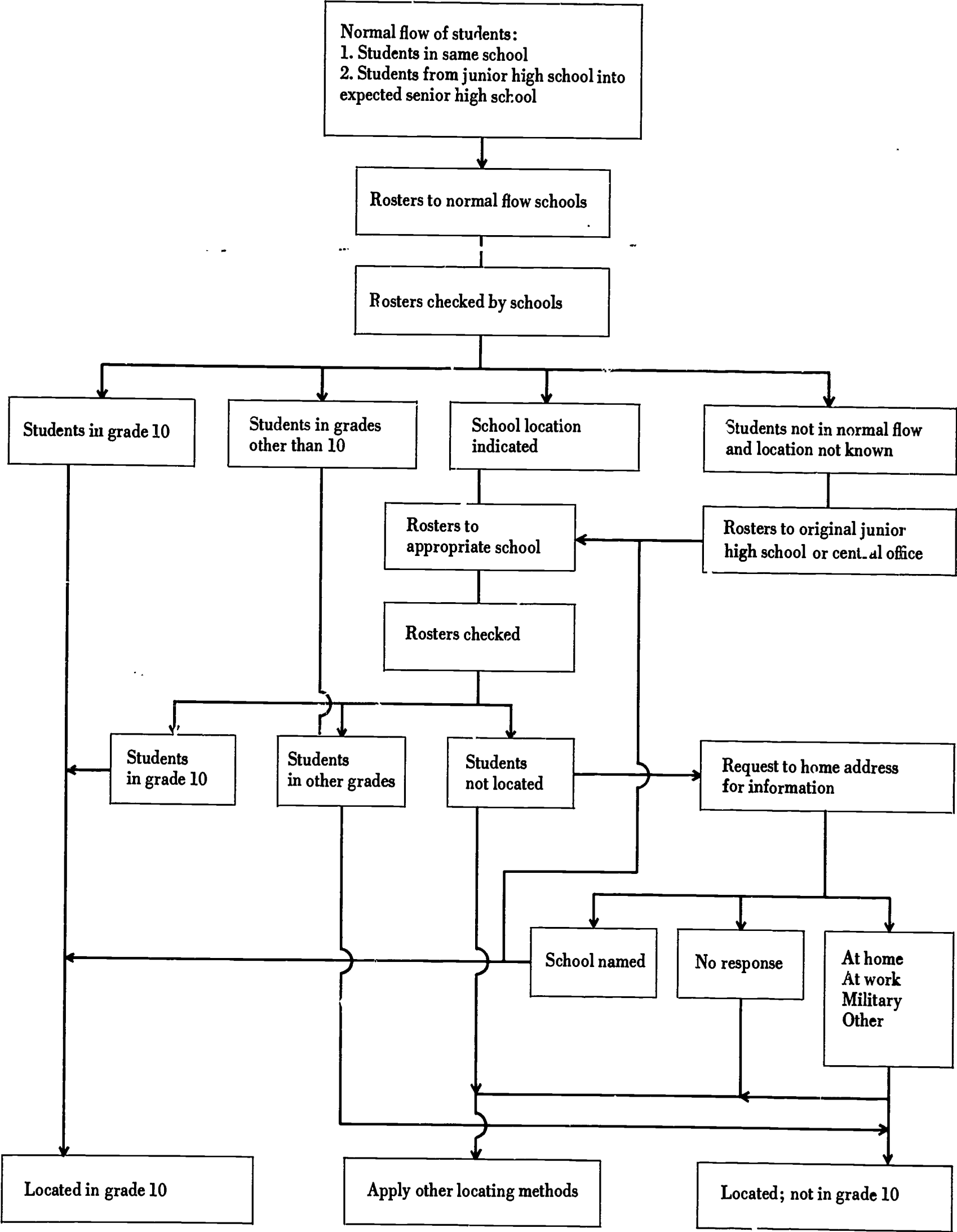


Chart 2. SCOPE project
follow-up procedures for locating 1966 ninth graders



report in both the ninth- and twelfth-grade samples. In Massachusetts, the large metropolitan area which chose not to participate was not replaced by other volunteer schools. Therefore, the state's public school systems are underrepresented with regard to some of the characteristics of metropolitan areas—high density populations, large minority groups, and major depressed areas. Its nonpublic school systems are well represented, however, even in the large metropolitan areas.

In spite of the losses outlined above, there should be considerable confidence in believing that the data in the individual state reports and the four-state composite reports—because of the size of the samples and the range of types of schools sampled—reflect the attitudes, abilities, and interests of a rather remarkable cross section of youth in public and private schools of the SCOPE states. Specifically, the numbers of schools participating in the SCOPE project in its initial phase in each state are: California, 32 public and 12 nonpublic; Illinois, 46 public and 18 nonpublic; Massachusetts, 28 public and 21 nonpublic; and North Carolina, 138 public and 4 nonpublic. Many other schools and colleges will be involved as the original SCOPE students migrate within and without state systems of education. We do not know at this time the effect this may have upon the representativeness of the state samples.

Major Areas of the 1966 SCOPE Profiles

Information about both ninth- and twelfth-grade students as a basis for longitudinal studies was collected during the spring semester of 1966. The following sections describe the nature of several groups of variables that seemed of importance to the SCOPE staff, among which are: Academic Ability Test scores, family and home milieu, parental expectations, self-evaluation, values, perceptions of school, information-seeking activities, occupational preferences, and intellectual predisposition. These variables will provide the foundation for designing subsequent approaches to understanding the development of the decision-making process as students move through high school into post-secondary life.

Future methods of data collection will focus sharply on what students do regarding career and educational choices and the relationship of this behavior to the ways key adults from home and school seek to influence decisions and choice behavior. The centers of inquiry, then, will continue to be students in relationship to the school, the home, and the institutions and organizations concerned with education beyond the high school. Since the educational and career development of representative groups of American youth varies markedly, diverse methods of data collection will be necessary. This fact is apparent when it is recognized that some SCOPE students will distribute themselves across complex systems of higher education and the full spectrum of occupations; some will stay in school, and others will drop from school before completing either high school or a program of higher education. The large body of experience and research relevant to student careers has guided the staff, both in collecting information about the following areas and in relating these data to more sharply defined inquiry about developing patterns of student decision making.

Reference to Sample Questions

In the following comments about the major areas of data reported in the profiles, reference is made to questions that may help the reader use the profiles profitably. These questions may be located in the original student questionnaires, part 3, which was administered to the students. The data from these questions appear as statements in the profile contained in this report and may be found under Table 5, entitled "Student Questionnaire Item Analysis." It is possible for the reader to follow the references to specific questions in both the original student questionnaire and in this profile. Such questions and the commentary about them are simply to suggest the type of insights that may come from using these profiles to test ideas and assumptions that educators have about students.

Academic Ability Test Scores

With concern for the economy of time in collecting initial data about students in the SCOPE project, care was taken

to select measures of academic abilities that would correlate highly with standard instruments used in American schools and that could be administered with maximum ease within a standard class period. The new Academic Ability Test (AAT), which has been developed by Educational Testing Service, seemed appropriate for this task. The AAT correlates very highly with the School and College Ability Test; it is easy to administer within a 50-minute period; and it gives verbal, mathematical, and total scores.

To be sure, the SCOPE staff shares the concerns of practicing educators and researchers in the field of educational testing regarding the inappropriateness of many standard tests in measuring the abilities of educationally handicapped youngsters. It is not assumed, therefore, that the distributions of scores from these instruments describe with accuracy the abilities of all youngsters tested. In particular, students with reading problems and deficits in other areas of educational experience are handicapped on these, as well as on related ability tests. Nevertheless, both students and school personnel, in practice, use such test scores in measuring achievement during the school years and in predicting success in higher education. Group characteristics, in reference to these measures, are highly important and will be used by SCOPE in tracing educational and career choices during the school years. Do groups of students that rank high on these measures choose similar postsecondary educational patterns? At what grade levels do boys and girls show differing abilities in mathematical and verbal skills, and how are these related to their educational aspirations at this time?

The large and generally representative nature of the state and four-state composite SCOPE samples provides quite helpful normative information about these tests and their distributions, means, and standard deviations. By using these state reports in conjunction with the composite profiles, educators can compare the level and diversity of abilities of students in their state with a broader sample of students (Tables 1-4).

Family and Home Milieu

A considerable number of variables tapping different aspects of home and family life have been included in this research (questions 1-28, 118-126). The three major considerations that have led to the selection of these variables are discussed briefly below.

The first, and basic, concern was for the importance of the family, not only in influencing the present choice behavior of students, but also for understanding the antecedents of this behavior. Parents have the earliest and probably the most pervasive influence on the decisions students make about school and career. It is essential to know about both the general characteristics of the home milieu and the student's perceptions of his relation to others in this environment.

The second consideration concerns the development of meaningful and stable sets of indexes of socioeconomic status with which to group students in analyzing what they think and do about educational and career choices. Given the diversity of information about home backgrounds, SCOPE can now explore, empirically, the varied dimensions of socioeconomic status, and identify the particular variables that will help best in defining common patterns of decision making.

The third factor concerns the need to understand differences in the post-high school plans of students of *similar* socioeconomic status. Previous research suggests that a father's occupation is one of the most reliable measures in distinguishing between students who go to college and those who don't go. Yet this gross distinction sheds little light on the differences that exist within the college group or within the noncollege group. For instance, why do some college students of comparable ability select narrow career-oriented programs while others select broad liberal arts programs? And for students with similar potential who don't go to college, why do some find stable and satisfying occupations while others drift from job to job?

To approach questions of this nature, it is necessary to consider the more subtle ways in which parents and home influence decision making. For example, father's occupation, as such, may be of less significance than the general

life style of the family. And life styles may be represented, in part, through the parents' values, interaction with their children, and their interests and activities outside the home. SCOPE may also ask how important parental aspirations are to the decision-making process, and to what extent students accept these aspirations as their own. Following the same line of thought, one may ask how the occupations of the parents limit or enhance the occupational interests of their children. Do students choose for themselves the occupations of their parents? How do these parental identifications differ for ninth and twelfth graders? Examination of data relevant to these questions should yield particularly fruitful hypotheses for further analyses. Similar examinations of such items in these SCOPE profiles may help educators reexamine assumptions about the educational and career development of students.

Parental Expectations

The expectations that parents have for their children strongly influence many facets of students' lives (questions 111, 112, grade 9). Among those that the SCOPE project is most concerned with are the ways in which students perceive themselves, form peer relationships, assess school values, and make educational decisions.

What parents want for their children is not always made explicit or is not mutually understood. What school and career matters do students and parents talk over together (questions 29, 32)? What values do students put on such conversations (questions 30, 31)? Do students report that they get most help from parents or from others (questions 155, 156, grade 12 only)?

By whatever means students become aware of parental expectations, it is important to know how students incorporate these expectations into their own plans and aspirations. By looking at related questions, it is possible to determine to what degree students share their parents' ideas about the importance of study, going to college, and competing for grades. For example, even with the data in this report, it is possible to compare the congruence between parents' aspirations (question 32), and students' aspirations about college (question 33).

Self-Evaluation

The process of student development is to a large degree generated by the day-to-day act of self-evaluation; that is, the matching of one's own qualities with those perceived in others, and the testing of conflicting possibilities against both external and internal standards. In reality, all attitudes, perceptions, and aspirations are expressions of self-evaluation. However, for this report, self-evaluation will be considered in more limited terms. The reader's attention is directed to a group of questions that specifically ask students to evaluate themselves.

Several aspects of self-evaluation in this more narrow sense have been tapped in the questionnaires. Some items question the students directly about their ability—their general area of greatest competence (question 54) and their confidence about doing college work (question 50). Other items using a more indirect approach ask students to evaluate themselves through the eyes of others; for example, their teachers (question 71) and their peers (question 127, grade 9 only).

One of the major objectives of the analyses of these data will be to assess the congruence between students' perceived strengths and their stated aspirations. How realistic are students' plans to go to college in light of their abilities? How do students' academic abilities stand in relation to their other strengths, and does this standing support or contradict their relation to their going to college? Is there a discrepancy between self-estimated college ability and students' perceptions of their teachers' evaluations of them? Which of the two is the better predictor of actual postsecondary choice?

Subsequent analyses in this area will need to take into consideration both the antecedent influences, for instance, those stemming from parents and family, and the consequences of different levels of student realism. The staff expect to find that the degree of realism in students' career aspirations is a critical factor determining their success in any particular postsecondary endeavor. Possibly the degree of realism is as significant—or even more significant—than students' actual ability.

Values

Students' educational and occupational aspirations cannot really be understood without knowing something about the values they hold. Values determine what people view as important in life. They enable them to establish preferences among the wide array of interests and activities open to them. It should be found, therefore, that students' values will have a pivotal position in the decision-making process.

Several sets of items in the questionnaires focus directly on values. For example, one series of items concerns the importance of more general goals such as getting good grades, being a leader, pleasing parents (questions 55-63). Another series taps values through nonschool activities; for example, reading romance magazines, working for money, dating (questions 72-80). In the ninth grade, questions are also asked about peer values (questions 101-108). And in the twelfth grade, values are probed by asking what one condition will give them the most satisfaction in life (question 81).

The SCOPE staff will want to investigate several different kinds of questions about the influence of values in the decision-making process. One series will ask such questions as: Which values are most important at different points in time? How much do values change during high school and the first postgraduate year? In what values and in which years do the greatest changes occur, and how do the importance of particular values and the changes in this importance differ for boys and girls?

A second series of questions will assess how specific values are associated with particular educational and vocational choices. Do students who go to college really place more value on learning than those who don't go? Or is it more a matter of pleasing parents, keeping step with friends, or making more money later on?

A third major line of inquiry will be concerned with the relative significance of different people in shaping students' values. Are students' values in high school actually more similar to those of peers than to those of parents—as many researchers have suggested? Can admired teachers and counselors counteract anti-intellectual values of students

when there is evidence that these values originate in the home? These questions, and many others, will guide the analyses of the importance of student values in the decision-making process.

Perceptions of School

In the spring of 1966, more questions were asked of senior students than were asked of freshmen because of the possibility of repeated inquiry of the freshmen as they proceed through the high school years. SCOPE has a good opportunity with students who have nearly completed their high school careers to see how they view their experiences in school and how they might want to alter those experiences. Do students want to add more practical courses to the high school curriculum? Do they want better equipped laboratories and shops? Would they like to have more discussions in class and fewer lectures? Would they like to have greater freedom in choosing courses (questions 137-143, grade 12 only)? Although the responses of students to such questions do not necessarily reflect weakness in the school curriculum, they are important indicators of student attitudes and perceptions of school. The project will examine how these attitudes and perceptions influence students' decisions about postsecondary education. In addition, it will observe changes in these attitudes and assess how these affect decisions made at specific times during high school.

Information-Seeking Activities

The sources of information that students use in exploring ideas about education and future work extend well beyond the family. To be sure, in American education the schools have increasingly assumed responsibility for guiding students' career decisions. Not only do the resources differ among schools, but within any single school, students vary in the ways in which they seek out these resources or are encouraged to use them by school faculties. For example, they may or may not seek the help of school counselors in attempting to clarify their educational and occupational aspirations, in selecting relevant courses of study, and in searching for financial aid for postsecondary education

(questions 94-100, grade 9; questions 150-154, grade 12). In reference to these and other issues, some students may turn neither to home nor school but to other adults or to their peers.

SCOPE is concerned with the resources students use in guiding their postsecondary choices. Do students seek information from colleges (questions 113-115, grade 9 only)? Do students seek advice from persons other than their parents? Are students aware of resources available to them through college loans, bursaries, and scholarships (questions 114, 116, grade 12 only)? Do students value education to the extent of borrowing money against future income (question 162, grade 12 only)? In subsequent analyses, SCOPE will be able to answer questions about the groups of students that use these various approaches in solving major questions regarding their educational futures.

Occupational Preferences

From the very earliest years, children are asked to consider the question, "What do you want to be when you grow up?" In the beginning, the range of perceived possibilities is limited, and children usually want to be like their parent of the same sex. But as children grow up, they become more astute in their ability to discriminate different types of work, to observe how these different occupations are valued by people who are important to them, and to assess their own strengths and weaknesses. With this knowledge, children then begin to sort occupational models into those they admire and want to be like from those they disdain and don't want to be like.

Results of other studies suggest that early occupational interests are poor predictors of actual occupational choice. Because of this unreliability, many studies have omitted early vocational interests in their investigations. Yet the very unreliability of these early measures supports the idea that actual occupational choice represents a compromise between early fantasies and later realities. The position of the SCOPE staff is that the *process* of career development cannot really be understood without an analysis of the compromises that have been made, when and why they have occurred, and what students feel they have *lost*, as well as

what they have gained, through each change in their aspirations. If in the end educators are to understand what particular occupational and educational decisions lead to satisfying lives for some people but not for others, it is imperative that the importance of these early occupational interests be recognized.

Thus, considerable portions of the questionnaires are devoted to questions about occupational preferences. There are some 205 items for both ninth and twelfth graders (Tables 6 and 7), and an additional 10 items for ninth graders (questions 81-90).

Some of the early analyses of these data—which the reader can share with the SCOPE staff through examination of the reports in this series—will compare preference patterns between grades and between sexes. Of particular interest will be an examination of the number of girls who indicate high preference for traditionally male occupations, and the shifts in these preferences over time.

Two other areas have high priority in the immediate analysis plans. The first will consider the realism of occupational preferences by comparing the data on occupations with students' own estimates of their academic ability, their scores on the intellectual predisposition scale, and their stated values. The other area of interest concerns the degree to which students' occupational preferences are an expression of identification with their parents' actual occupations. Some tentative leads in this area can be obtained by observing in the present data the occupations students are most attracted to, and by comparing these preferences with the data on the occupations of both mother and father.

It might be mentioned that of all the data in this series of reports, probably the results for occupational preferences will have the most immediate practical value to the participating schools. The reasons for this are twofold. First, the results in this section can easily be converted into constructive action. For instance, where areas of preferences that were previously unexpected now become apparent, the schools can make more information about these occupations available to students. Second, because of the manner in which the data are reported—as school, state, and composite reports—each participating school has what

may be a unique opportunity to understand how occupational interests of its youngsters compare with larger samples of youth at the ninth- and twelfth-grade levels and, further, the youth at these grade levels in its own particular state.

Intellectual Predisposition

A number of attitude items were presented to students at the June 1966 testing sessions. Although these items might be scored in order to provide some indicators about the way students respond to certain aspects of academic life, no decisions have yet been reached as to how best to accomplish this goal. Nevertheless, initial hypotheses about the decision-making process of students suggested the need for some measure of "intellectual predisposition." Related research at the Center for Research and Development in Higher Education and elsewhere has shown, for college students, that intellectual disposition is highly related to the type of institution selected, choice of program, and

persistence in college. A tentative scale, then, which would indicate student differences in attitudes antecedent to intellectual orientation, was adopted from the Omnibus Personality Inventory that had been developed at the Center. The scores on this provisional scale are presented in this report because the scale seems promising to the staff (Table 8). It is expected that students with high scores on the scale will demonstrate greater interest in and commitment to academic aspects of school life than will those with low scores. It is also likely that group scores, such as those for a single school or for a state sample, will increase as students advance in grade level during the course of the project.

Although the staff is exploring ways of measuring such characteristics as deferment of satisfaction and self-responsibility, more careful analysis of the 1966 data must take place before such scales can be established with any degree of confidence. The data on these tentative scales are not shown at this time.

SCOPE STATE PROFILE

GRADE TWELVE 1966

MASSACHUSETTS

TABLE 1 VERBAL ABILITY TEST - DISTRIBUTIONS AND PERCENTILE RANKS

			BOYS		GIRLS	
			N	PR	N	PR
SCORE						
BOYS	MEAN	29.0	50	3 100.0	4	100.0
			49	6 99.9	11	99.9
			48	17 99.7	29	99.5
			47	21 99.2	26	98.6
			46	40 98.5	30	97.8
			45	48 97.3	40	96.8
			44	51 95.8	51	95.5
			43	68 94.2	55	93.9
			42	50 92.1	58	92.2
			41	72 90.5	79	90.3
			40	104 88.2	66	87.8
			39	88 85.0	58	85.7
			38	118 82.2	64	83.8
			37	106 78.6	84	81.8
			36	120 75.2	89	79.1
			35	121 71.5	84	76.3
			34	111 67.7	104	73.6
			33	136 64.2	101	70.3
			32	125 60.0	114	67.1
			31	141 56.1	102	63.4
			30	123 51.7	93	60.2
			29	99 47.8	102	57.2
			28	106 44.7	115	54.0
			27	121 41.4	102	50.3
			26	92 37.6	95	47.0
			25	101 34.8	121	44.0
			24	101 31.6	100	40.1
			23	91 28.4	102	37.0
			22	94 25.6	102	33.7
			21	88 22.7	107	30.5
			20	73 19.9	99	27.0
			19	61 17.6	84	23.9
			18	65 15.7	82	21.2
			17	71 13.7	89	18.6
			16	60 11.5	86	15.8
			15	66 9.6	74	13.0
			14	48 7.5	71	10.7
			13	45 6.0	54	8.4
			12	22 4.6	53	6.7
			11	27 3.9	24	5.0
			10	12 3.1	24	4.2
			9	11 2.7	7	3.4
			8	6 2.4	11	3.2
			7	3 2.2	2	2.9
			6	3 2.1	2	2.8
			5	0 2.0	0	2.7
			4	1 2.0	0	2.7
			3	0 2.0	0	2.7
			2	0 2.0	0	2.7
			1	0 2.0	0	2.7
			0	63 2.0	86	2.7
GIRLS	MEAN	27.3				
	S.D.	10.5				

S C O P E S T A T E P R O F I L E

GRADE TWELVE 1966

MASSACHUSETTS

TABLE 2 MATH ABILITY TEST - DISTRIBUTIONS AND PERCENTILE RANKS

			BOYS		GIRLS		
			N	PR	N	PR	
SCORE							
BOYS		50	18	100.0	7	100.0	
		49	28	99.4	9	99.8	
		48	41	98.6	12	99.5	
		47	50	97.3	18	99.1	
		46	55	95.7	21	98.5	
		45	66	94.0	35	97.9	
		44	71	91.9	33	96.7	
		43	85	89.7	39	95.7	
		42	82	87.1	57	94.5	
		41	76	84.5	44	92.6	
		40	89	82.1	34	91.2	
		39	88	79.3	44	90.1	
		38	86	76.6	56	88.7	
		37	105	73.9	70	87.0	
		36	113	70.6	73	84.7	
	MEAN	30.0	35	94	67.1	77	82.4
			34	96	64.1	78	79.9
	S.D.	10.3	33	109	61.1	82	77.5
			32	84	57.7	90	74.8
			31	126	55.1	86	72.0
			30	99	51.2	112	69.2
			29	107	48.1	121	65.7
			28	125	44.7	125	61.8
			27	113	40.8	100	57.8
			26	121	37.3	126	54.6
			25	106	33.5	131	50.6
			24	104	30.2	119	46.4
			23	94	26.9	139	42.6
			22	104	24.0	125	38.2
			21	87	20.8	128	34.2
			20	96	18.0	139	30.1
			19	88	15.0	122	25.7
			18	71	12.3	130	21.8
			17	60	10.1	103	17.7
GIRLS	MEAN	25.9	16	54	8.2	95	14.4
			15	31	6.5	75	11.4
	S.D.	9.9	14	26	5.5	41	9.0
			13	26	4.7	44	7.7
			12	24	3.9	39	6.3
			11	12	3.2	31	5.0
			10	10	2.8	9	4.0
			9	4	2.5	13	3.7
			8	5	2.3	8	3.3
			7	2	2.2	5	3.1
			6	2	2.1	0	2.9
			5	0	2.1	1	2.9
			4	1	2.1	0	2.9
			3	0	2.0	2	2.9
			2	0	2.0	0	2.8
			1	0	2.0	0	2.8
			0	65	2.0	88	2.8

S C O P E S T A T E P R O F I L E

GRADE TWELVE 1966

MASSACHUSETTS

TABLE 3 ABILITY TEST TOTAL - DISTRIBUTIONS AND PERCENTILE RANKS

		B O Y S					
		SCORE	N	PR	SCORE	N	PR
		100	0	100.0	50	56	32.7
		99	0	100.0	49	62	30.9
		98	1	100.0	48	47	29.0
		97	4	100.0	47	61	27.5
		96	3	99.8	46	54	25.6
		95	12	99.7	45	42	23.9
		94	12	99.4	44	62	22.6
		93	13	99.0	43	58	20.7
		92	8	98.6	42	41	18.9
		91	23	98.3	41	37	17.6
		90	32	97.6	40	38	16.4
		89	25	96.6	39	39	15.3
		88	34	95.8	38	38	14.0
		87	34	94.8	37	40	12.8
		86	38	93.7	36	42	11.6
		85	35	92.5	35	31	10.3
		84	39	91.4	34	37	9.3
		83	38	90.2	33	29	8.2
		82	32	89.0	32	28	7.3
		81	40	88.0	31	24	6.4
		80	40	86.8	30	25	5.6
		79	48	85.5	29	18	4.8
		78	49	84.0	28	15	4.3
		77	44	82.5	27	17	3.8
MEAN	59.1	76	47	81.1	26	9	3.3
		75	63	79.6	25	8	3.0
S.D.	18.9	74	55	77.7	24	9	2.8
		73	63	76.0	23	3	2.5
		72	60	74.0	22	3	2.4
		71	63	72.1	21	1	2.3
		70	65	70.1	20	3	2.2
		69	62	68.1	19	2	2.2
		68	72	66.2	18	1	2.1
		67	60	63.9	17	1	2.1
		66	54	62.1	16	0	2.0
		65	64	60.4	15	1	2.0
		64	67	58.4	14	1	2.0
		63	54	56.3	13	0	2.0
		62	70	54.6	12	0	2.0
		61	74	52.4	11	0	2.0
		60	63	50.1	10	0	2.0
		59	61	48.1	9	0	2.0
		58	56	46.2	8	0	2.0
		57	68	44.5	7	0	2.0
		56	62	42.3	6	0	2.0
		55	50	40.4	5	0	2.0
		54	54	38.8	4	0	2.0
		53	42	37.1	3	0	2.0
		52	56	35.8	2	0	2.0
		51	44	34.1	1	0	2.0
					0	63	2.0

S C O P E S T A T E P R O F I L E

GRADE TWELVE 1966

MASSACHUSETTS

TABLE 4 ABILITY TEST TOTAL - DISTRIBUTIONS AND PERCENTILE RANKS

		G I R L S					
		SCORE	N	PR	SCORE	N	PR
		100	0	100.0	50	61	45.6
		99	0	100.0	49	56	43.6
		98	5	100.0	48	66	41.8
		97	2	99.8	47	66	39.7
		96	5	99.8	46	57	37.6
		95	7	99.6	45	56	35.8
		94	8	99.4	44	56	34.0
		93	11	99.1	43	71	32.2
		92	13	98.8	42	79	30.0
		91	10	98.4	41	52	27.5
		90	11	98.1	40	62	25.8
		89	22	97.7	39	71	23.8
		88	17	97.0	38	48	21.6
		87	18	96.5	37	58	20.0
		86	18	95.9	36	62	18.2
		85	19	95.3	35	46	16.2
		84	21	94.7	34	50	14.7
		83	25	94.0	33	43	13.1
		82	34	93.2	32	59	11.8
		81	20	92.2	31	31	9.9
		80	24	91.5	30	39	8.9
		79	30	90.8	29	29	7.7
		78	37	89.8	28	22	6.7
		77	30	88.6	27	14	6.0
MEAN	53.2	76	29	87.7	26	21	5.6
		75	31	86.7	25	18	4.9
S.D.	19.2	74	50	85.7	24	10	4.3
		73	29	84.2	23	12	4.0
		72	49	83.2	22	9	3.6
		71	44	81.7	21	3	3.3
		70	24	80.3	20	5	3.3
		69	48	79.5	19	1	3.1
		68	47	78.0	18	7	3.1
		67	57	76.5	17	1	2.8
		66	42	74.6	16	1	2.8
		65	52	73.3	15	0	2.8
		64	55	71.7	14	0	2.8
		63	53	69.9	13	0	2.8
		62	61	68.2	12	0	2.8
		61	62	66.3	11	1	2.8
		60	47	64.3	10	0	2.7
		59	44	62.8	9	0	2.7
		58	68	61.4	8	0	2.7
		57	58	59.2	7	0	2.7
		56	59	57.4	6	0	2.7
		55	62	55.5	5	0	2.7
		54	69	53.5	4	0	2.7
		53	50	51.3	3	0	2.7
		52	68	49.7	2	0	2.7
		51	62	47.5	1	0	2.7
					0	86	2.7

SCOPE STATE PROFILE

GRADE TWELVE 1966

MASSACHUSETTS

TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
1 EMPLOYMENT STATUS OF FATHER				
A DO NOT KNOW	42	1.3	39	1.2
B FULL-TIME	2734	85.5	2665	85.0
C PART-TIME	60	1.9	42	1.3
D LOOKING FOR WORK	26	0.8	13	0.4
E KEEPING HOUSE	12	0.4	5	0.2
F NOT WORKING/DISABLED/OTHER	67	2.1	90	2.9
G RETIRED	40	1.3	45	1.4
H NOT WORKING--A STUDENT	9	0.3	2	0.1
I NO FATHER OR MALE GUARDIAN	159	5.0	177	5.6
J NO RESPONSE	50	1.6	58	1.8
2 FATHER'S TYPE OF EMPLOYMENT				
A DO NOT KNOW	74	2.4	95	3.1
B WORKMAN	280	8.9	249	8.0
C SERVICE WORKER	273	8.7	284	9.2
D MACHINE OPERATOR	370	11.8	429	13.8
E SKILLED CRAFTSMAN/FOREMAN	663	21.1	649	20.9
F SALESMAN OR AGENT	238	7.6	214	6.9
G OFFICE WORKER	174	5.5	114	3.7
H FARM OWNER/MANAGER	20	0.6	21	0.1
I OWNER OF A BUSINESS	258	8.2	230	7.4
J TECHNICIAN	70	2.2	68	2.2
K ARTIST, ENTERTAINER, ATHLETE	9	0.3	15	0.5
L ELECTED OR APPOINTED OFFICIAL	24	0.8	21	0.7
M MANAGER OR EXECUTIVE	259	8.3	260	8.4
N PROFESSION--MIDDLE	218	6.9	230	7.4
O PROFESSION--HIGH	123	3.9	122	3.9
P HOUSEWIFE	3	0.1	2	0.1
Q NO RESPONSE	82	2.6	98	3.2
3 EMPLOYMENT STATUS OF MOTHER				
A DO NOT KNOW	34	1.1	19	0.6
B HOUSEWIFE ONLY	1554	48.6	1482	47.3
C FULL-TIME	899	28.1	941	30.0
D PART-TIME	587	18.3	554	17.7
E LOOKING FOR WORK	24	0.8	39	1.2
F NOT WORKING--A STUDENT	7	0.2	10	0.3
G NO MOTHER OR FEMALE GUARDIAN	36	1.1	34	1.1
H NO RESPONSE	58	1.8	57	1.8

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GRADE TWELVE 1966

MASSACHUSETTS

TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
4 MOTHER'S TYPE OF EMPLOYMENT					
A	DO NOT KNOW	195	6.3	174	5.7
B	WORKMAN	229	7.4	189	6.1
C	SERVICE WORKER	322	10.4	318	10.3
D	MACHINE OPERATOR	155	5.0	199	6.5
E	SKILLED CRAFTSMAN/FOREMAN	72	2.3	61	2.0
F	SALESMAN OR AGENT	191	6.2	231	7.5
G	OFFICE WORKER	661	21.3	696	22.6
H	FARM OWNER/MANAGER	5	0.2	1	0.0
I	OWNER OF A BUSINESS	37	1.2	33	1.1
J	TECHNICIAN	124	4.0	126	4.1
K	ARTIST, ENTERTAINER, ATHLETE	20	0.6	37	1.2
L	ELECTED OR APPOINTED OFFICIAL	2	0.1	4	0.1
M	MANAGER OR EXECUTIVE	23	0.7	25	0.8
N	PROFESSION--MIDDLE	144	4.6	188	6.1
O	PROFESSION--HIGH	30	1.0	27	0.9
P	HOUSEWIFE	723	23.3	641	20.8
Q	NO RESPONSE	168	5.4	129	4.2
5 STUDENT'S OCCUPATIONAL CHOICE					
A	DO NOT KNOW	78	2.5	48	1.5
B	WORKMAN	36	1.1	5	0.2
C	SERVICE WORKER	61	1.9	231	7.4
D	MACHINE OPERATOR	69	2.2	6	0.2
E	SKILLED CRAFTSMAN/FOREMAN	328	10.4	7	0.2
F	SALESMAN OR AGENT	49	1.6	22	0.7
G	OFFICE WORKER	101	3.2	871	28.0
H	FARM OWNER/MANAGER	29	0.9	13	0.4
I	OWNER OF A BUSINESS	141	4.5	20	0.6
J	TECHNICIAN	146	4.6	323	10.4
K	ARTIST, ENTERTAINER, ATHLETE	264	8.4	250	8.0
L	ELECTED OR APPOINTED OFFICIAL	60	1.9	26	0.8
M	MANAGER OR EXECUTIVE	253	8.0	34	1.1
N	PROFESSION--MIDDLE	906	28.8	918	29.6
O	PROFESSION--HIGH	540	17.2	211	6.8
P	HOUSEWIFE	7	0.2	55	1.8
Q	NO RESPONSE	80	2.5	66	2.1

S C O P E S T A T E P R O F I L E

GRADE TWELVE 1966

MASSACHUSETTS

TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
6 EMPLOYEES SUPERVISED BY FATHER				
A NONE	1683	52.6	1695	54.0
B ABOUT FIVE OR FEWER	544	17.0	514	16.4
C BETWEEN SIX-FIFTEEN	287	9.0	239	7.6
D SIXTEEN OR MORE	349	10.9	289	9.2
E DO NOT KNOW	274	8.6	331	10.6
F NO RESPONSE	62	1.9	68	2.2
7 EMPLOYEES SUPERVISED BY MOTHER				
A NONE	2781	86.9	2737	87.3
B ABOUT FIVE OR FEWER	169	5.3	186	5.9
C BETWEEN SIX-FIFTEEN	56	1.8	35	1.1
D SIXTEEN OR MORE	40	1.3	27	0.9
E DO NOT KNOW	93	2.9	84	2.7
F NO RESPONSE	60	1.9	67	2.1
8 REPORTED EMPLOYER OF FATHER				
A DO NOT KNOW	137	4.3	155	4.9
B LARGE COMPANY OR INDUSTRY	1295	40.5	1170	37.3
C SMALL COMPANY OR INDUSTRY	595	18.6	603	19.2
D A STORE	142	4.4	116	3.7
E AN INDIVIDUAL EMPLOYER	98	3.1	101	3.2
F SELF OR WITH PARTNER	239	7.5	279	8.9
G LOCAL, STATE, NATIONAL GOVT	394	12.3	365	11.6
H SCHOOL, HOSPITAL, CHURCH	153	4.8	180	5.7
I MILITARY SERVICE	41	1.3	47	1.5
J FARM OR RANCH	22	0.7	19	0.6
K NO RESPONSE	83	2.6	101	3.2
9 REPORTED EMPLOYER OF MOTHER				
A DO NOT KNOW	164	5.1	155	4.9
B HOUSEWIFE WHO NEVER WORKED	950	29.7	799	25.5
C LARGE COMPANY OR INDUSTRY	555	17.3	547	17.4
D SMALL COMPANY OR INDUSTRY	465	14.5	450	14.3
E A STORE	262	8.2	286	9.1
F AN INDIVIDUAL EMPLOYER	124	3.9	136	4.3
G SELF OR WITH PARTNER	74	2.3	105	3.3
H LOCAL, STATE, NATIONAL GOVT	125	3.9	146	4.7
I SCHOOL, HOSPITAL, CHURCH	393	12.3	428	13.6
J FARM OR RANCH	10	0.3	6	0.2
K NO RESPONSE	77	2.4	78	2.5

S C O P E S T A T E P R O F I L E

GRADE TWELVE 1966

MASSACHUSETTS

TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
10 FAMILY INCOME COMP'D TO USA AVERAGE				
A MUCH HIGHER	434	13.6	260	8.3
B HIGHER	1059	33.1	737	23.5
C ABOUT THE SAME	876	27.4	831	26.5
D LOWER	283	8.8	280	8.9
E MUCH LOWER	84	2.6	96	3.1
F DO NOT KNOW	392	12.3	863	27.5
G NO RESPONSE	71	2.2	69	2.2
11 MOTHER LIVES IN HOME				
A YES	2996	93.7	2951	94.1
B NO	133	4.2	115	3.7
C PART OF THE TIME	20	0.6	12	0.4
D NO RESPONSE	50	1.6	58	1.8
12 FATHER LIVES IN HOME				
A YES	2755	86.1	2632	83.9
B NO	347	10.8	409	13.0
C PART OF THE TIME	39	1.2	33	1.1
D NO RESPONSE	58	1.8	62	2.0
13 STEPFATHER LIVES IN HOME				
A YES	104	3.3	102	3.3
B NO	2891	90.4	2882	91.9
C PART OF THE TIME	85	2.7	59	1.9
D NO RESPONSE	119	3.7	93	3.0
14 STEPMOTHER LIVES IN HOME				
A YES	62	1.9	36	1.1
B NO	2942	92.0	2937	93.7
C PART OF THE TIME	76	2.4	60	1.9
D NO RESPONSE	119	3.7	103	3.3
15 OTHER RELATIVES LIVE IN HOME				
A YES	426	13.3	361	11.5
B NO	2476	77.4	2519	80.3
C PART OF THE TIME	227	7.1	184	5.9
D NO RESPONSE	70	2.2	72	2.3
16 BROTHER(S)/SISTER(S) LIVE IN HOME				
A YES	2451	76.6	2455	78.3
B NO	501	15.7	474	15.1
C PART OF THE TIME	185	5.8	140	4.5
D NO RESPONSE	62	1.9	67	2.1

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
17 FOSTER PARENTS LIVE IN HOME				
A YES	45	1.4	28	0.9
B NO	2936	91.8	2930	93.4
C PART OF THE TIME	102	3.2	71	2.3
D NO RESPONSE	116	3.6	107	3.4
18 NUMBER OF LIVING CHILDREN IN FAMILY				
A ONE, SELF	245	7.7	205	6.5
B TWO, INCLUDING SELF	774	24.2	674	21.5
C THREE OR FOUR, INCLUDING SELF	1319	41.2	1353	43.1
D FIVE OR SIX, INCLUDING SELF	579	18.1	552	17.6
E SEVEN OR MORE, INCLUDING SELF	227	7.1	292	9.3
F NO RESPONSE	55	1.7	60	1.9
19 AGE OF STUDENT COMPARED TO SIBLINGS				
A AN ONLY CHILD	227	7.1	201	6.4
B THE OLDEST	1212	37.9	1059	33.8
C CLOSE TO THE OLDEST	476	14.9	448	14.3
D ABOUT IN THE MIDDLE	410	12.8	488	15.6
E CLOSE TO THE YOUNGEST	159	5.0	199	6.3
F THE YOUNGEST	662	20.7	684	21.8
G NO RESPGNSE	53	1.7	57	1.8
20 OLDER SIBS ATTENDING(ED) COLLEGE				
A NO OLDER SIBLINGS	1282	40.1	1173	37.4
B NO OLDER SIBS OUT OF HS	163	5.1	118	3.8
C NONE IN COLLEGE	627	19.6	747	23.8
D ONE	757	23.7	696	22.2
E TWO	228	7.1	253	8.1
F THREE OR MORE	80	2.5	88	2.8
G NO RESPONSE	62	1.9	61	1.9
21 FACILITIES FOR PRIVACY AT HOME				
A HAS OWN ROOM	1908	59.6	1985	63.3
B HAS ROOM WITH BROTHER(S)	1089	34.0	19	0.6
C HAS ROOM WITH SISTER(S)	21	0.7	958	30.5
D HAS ROOM WITH SIBS/BOTH SEXES	22	0.7	12	0.4
E HAS ROOM WITH ADULT(S)	29	0.9	61	1.9
F HAS ROOM WITH SIBS AND ADULTS	11	0.3	5	0.2
G NO RESPONSE	119	3.7	96	3.1

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
22 FAMILY RELIGION FELT MOST INFLUENTIAL					
A	ROMAN CATHOLIC	2088	66.6	1924	62.5
B	ORTHODOX CATHOLIC	26	0.8	34	1.1
C	JEWISH	106	3.4	92	3.0
D	BUDDHIST	5	0.2	1	0.0
E	ISLAM (MUSLIM)	5	0.2	0	0.0
F	LATTER DAY SAINTS (MORMON)	2	0.1	0	0.0
G	AFRICAN METHODIST EPISCOPAL	2	0.1	2	0.1
H	BAPTIST--AMERICAN	90	2.9	96	3.1
I	BAPTIST--SOUTHERN	6	0.2	12	0.4
J	CHRISTIAN SCIENTIST	6	0.2	9	0.3
K	CONGREGATIONALISTS	156	5.0	196	6.4
L	DISCIPLES OF CHRIST/CHRISTIAN	4	0.1	3	0.1
M	EPISCOPALIAN	110	3.5	130	4.2
N	FRIENDS (QUAKER)	0	0.0	6	0.2
O	LUTHERAN--AMERICAN	24	0.8	32	1.0
P	LUTHERAN--MISSOURI SYNOD	3	0.1	3	0.1
Q	METHODIST	111	3.5	120	3.9
R	PRESBYTERIAN	16	0.5	28	0.9
S	SEVENTH DAY ADVENTIST	4	0.1	1	0.0
T	UNITARIAN	26	0.8	59	1.9
U	NO PARTICULAR RELIGION	117	3.7	102	3.3
V	DO NOT WISH TO ANSWER	127	4.1	118	3.8
W	RELIGION NOT IN LIST	45	1.4	47	1.5
X	NO RESPONSE	56	1.8	65	2.1
23 FATHER'S EDUCATIONAL LEVEL					
A	NO SCHOOL/SOME GRADE SCHOOL	111	3.5	97	3.1
B	FINISHED GRADE SCHOOL	290	9.1	315	10.0
C	SOME HIGH SCHOOL	540	16.9	513	16.4
D	FINISHED HIGH SCHOOL	860	26.9	774	24.7
E	SOME COLLEGE, TECH/SPECIAL ED	562	17.6	552	17.6
F	GRADUATED FROM COLLEGE	309	9.7	335	10.7
G	MASTER'S DEGREE--BA, MS, MBA	126	3.9	114	3.6
H	DOCTOR'S DEG--PHD, MD, DDS, LLD	96	3.0	90	2.9
I	DO NOT KNOW	245	7.7	281	9.0
J	NO RESPONSE	60	1.9	65	2.1

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
24	MOTHER'S EDUCATIONAL LEVEL				
A	NO SCHOOL/SOME GRADE SCHOOL	76	2.4	56	1.8
B	FINISHED GRADE SCHOOL	219	6.8	218	7.0
C	SOME HIGH SCHOOL	485	15.2	565	18.0
D	FINISHED HIGH SCHOOL	1321	41.3	1181	37.7
E	SOME COLLEGE, TECH/SPECIAL ED	495	15.5	553	17.6
F	GRADUATED FROM COLLEGE	262	8.2	281	9.0
G	MASTER'S DEGREE--MA,MS,MBA	50	1.6	58	1.8
H	DOCTOR'S DEG--PHD,MD,DDS,LLD	8	0.3	6	0.2
I	DO NOT KNOW	218	6.8	154	4.9
J	NO RESPONSE	65	2.0	64	2.0
25	DICTIONARY IN THE HOME				
A	YES, AND IT IS USED	2171	67.9	2642	84.2
B	YES, BUT IT IS SELDOM USED	887	27.7	417	13.3
C	YES, BUT IT IS NEVER USED	50	1.6	11	0.4
D	IT IS NOT IN THE HOME	36	1.1	5	0.2
E	NO RESPONSE	55	1.7	61	1.9
26	DAILY NEWSPAPER IN THE HOME				
A	YES, AND IT IS USED	2809	87.8	2714	86.5
B	YES, BUT IT IS SELDOM USED	250	7.8	291	9.3
C	YES, BUT IT IS NEVER USED	31	1.0	16	0.5
D	IT IS NOT IN THE HOME	54	1.7	55	1.8
E	NO RESPONSE	55	1.7	60	1.9
27	ENCYCLOPEDIA IN THE HOME				
A	YES, AND IT IS USED	1852	57.9	2129	67.9
B	YES, BUT IT IS SELDOM USED	939	29.4	635	20.2
C	YES, BUT IT IS NEVER USED	67	2.1	28	0.9
D	IT IS NOT IN THE HOME	286	8.9	281	9.0
E	NO RESPONSE	55	1.7	63	2.0
28	MUSICAL INSTRUMENT IN THE HOME				
A	YES, AND IT IS USED	774	24.2	835	26.6
B	YES, BUT IT IS SELDOM USED	535	16.7	566	18.0
C	YES, BUT IT IS NEVER USED	590	18.4	463	14.8
D	IT IS NOT IN THE HOME	1244	38.9	1207	38.5
E	NO RESPONSE	56	1.8	65	2.1

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
29	SCHOOL WORK--PARENTAL EXPECTATIONS				
A	LEARNING MOST IMPORTANT	384	12.0	493	15.7
B	GOOD GRADES MOST IMPORTANT	745	23.3	400	12.8
C	BOTH ARE IMPORTANT	1830	57.2	2030	64.7
D	PARENTS ARE INDIFFERENT	55	1.7	60	1.9
E	DO NOT KNOW	124	3.9	86	2.7
F	NO RESPONSE	61	1.9	67	2.1
30	SCHOOL MATTERS DISCUSSED WITH MOTHER				
A	YES, AND IT HELPS	1600	50.0	2176	69.4
B	YES, BUT WOULD PREFER NOT	724	22.6	286	9.1
C	NO, BUT WOULD LIKE IT	133	4.2	215	6.9
D	NO, AND PREFER IT THAT WAY	604	18.9	348	11.1
E	NO MOTHER	62	1.9	43	1.4
F	NO RESPONSE	75	2.3	68	2.2
31	SCHOOL MATTERS DISCUSSED WITH FATHER				
A	YES, AND IT HELPS	1439	45.0	1671	53.3
B	YES, BUT WOULD PREFER NOT	592	18.5	252	8.0
C	NO, BUT WOULD LIKE IT	213	6.7	306	9.8
D	NO, AND PREFER IT THAT WAY	677	21.2	613	19.5
E	NO FATHER	204	6.4	220	7.0
F	NO RESPONSE	74	2.3	74	2.4
32	EDUCATION PARENTS WANT FOR STUDENTS				
A	DON'T CARE ABOUT HS GRADUATION	16	0.5	13	0.4
B	DO WISH HIGH SCHOOL GRADUATION	445	13.9	655	20.9
C	BUS/VOC SCHOOL OR JR COLL	502	15.7	899	28.7
D	AT LEAST SOME COLLEGE	67	2.1	54	1.7
E	COLLEGE OR UNIV GRADUATION	1601	50.0	1224	39.0
F	POST-GRADUATE DEGREE	418	13.1	162	5.2
G	DO NOT KNOW	84	2.6	63	2.0
H	NO RESPONSE	66	2.1	66	2.1
33	EDUCATIONAL ASPIRATIONS OF STUDENTS				
A	LEAVE SCHOOL AS SOON AS POSSIBLE	32	1.0	12	0.4
B	GRADUATE FROM HIGH SCHOOL	429	13.4	632	20.2
C	BUSINESS OR VOCATIONAL SCHOOL	343	10.7	549	17.5
D	JR COLL, THEN WORK OR MARRY	183	5.7	350	11.2
E	COLLEGE BUT NOT GRADUATION	70	2.2	57	1.8
F	COLLEGE OR UNIV GRADUATION	1312	41.0	1072	34.2
G	POST-GRADUATE DEGREE	644	20.1	318	10.1
H	DO NOT KNOW	124	3.9	83	2.6
I	NO RESPONSE	62	1.9	63	2.0

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	BOYS		GIRLS	
	N	PC	N	PC
34 PARENTAL CONTROL OF CURFEW				
A STUDENT TOLD WHAT TO DO	767	24.0	971	31.0
B JOINT DECISION MADE	1384	43.3	1517	48.4
C STUDENT DECIDES FOR HIMSELF	841	26.3	491	15.7
D MATTER HAS NOT ARISEN	142	4.4	94	3.0
E NO RESPONSE	65	2.0	63	2.0
35 PARENTAL CONTROL OF DATING				
A STUDENT TOLD WHAT TO DO	122	3.8	298	9.5
B JOINT DECISION MADE	442	13.8	1112	35.5
C STUDENT DECIDES FOR HIMSELF	2328	72.8	1493	47.6
D MATTER HAS NOT ARISEN	242	7.6	167	5.3
E NO RESPONSE	65	2.0	66	2.1
36 PARENTAL CONTROL OF TV VIEWING				
A STUDENT TOLD WHAT TO DO	250	7.8	182	5.8
B JOINT DECISION MADE	347	10.8	204	6.5
C STUDENT DECIDES FOR HIMSELF	2189	68.4	2367	75.5
D MATTER HAS NOT ARISEN	349	10.9	314	10.0
E NO RESPONSE	64	2.0	69	2.2
37 PARENTAL CONTROL OF HOMEWORK				
A STUDENT TOLD WHAT TO DO	359	11.2	240	7.7
B JOINT DECISION MADE	246	7.7	139	4.4
C STUDENT DECIDES FOR HIMSELF	2403	75.1	2608	83.2
D MATTER HAS NOT ARISEN	125	3.9	85	2.7
E NO RESPONSE	66	2.1	64	2.0
38 PARENTAL CONTROL OF FRIENDSHIPS				
A STUDENT TOLD WHAT TO DO	298	9.3	310	9.9
B JOINT DECISION MADE	565	17.7	670	21.4
C STUDENT DECIDES FOR HIMSELF	2051	64.1	1770	56.4
D MATTER HAS NOT ARISEN	219	6.8	314	10.0
E NO RESPONSE	66	2.1	72	2.3
39 PARENTAL CONTROL OF HOME CHORES				
A STUDENT TOLD WHAT TO DO	1398	43.7	1331	42.4
B JOINT DECISIONS MADE	980	30.6	987	31.5
C STUDENT DECIDES FOR HIMSELF	648	20.3	704	22.4
D MATTER HAS NOT ARISEN	109	3.4	51	1.6
E NO RESPONSE	64	2.0	63	2.0

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
40	PARENTAL CONTROL OF COURSE CHOICE				
A	STUDENT TOLD WHAT TO DO	104	3.3	60	1.9
B	JOINT DECISIONS MADE	1124	35.1	1125	35.9
C	STUDENT DECIDES FOR HIMSELF	1813	56.7	1847	58.9
D	MATTER HAS NOT ARISEN	93	2.9	39	1.2
E	NO RESPONSE	65	2.0	64	2.0
41	HIGH SCHOOL PROGRAM				
A	GENERAL	610	19.1	286	9.1
B	COLLEGE PREPARATORY	2130	66.6	1702	54.3
C	COMMERCIAL OR BUSINESS	203	6.3	994	31.7
D	VOCATIONAL	113	3.5	22	0.7
E	AGRICULTURE	8	0.3	0	0.0
F	NONE OF THE ABOVE	71	2.2	69	2.2
G	NO RESPONSE	64	2.0	63	2.0
42	FEEL TEACHERS TREAT FAIRLY				
A	YES	2830	88.5	2867	91.4
B	NO	147	4.6	81	2.6
C	NOT SURE	161	5.0	125	4.0
D	NO RESPONSE	61	1.9	63	2.0
43	FEEL TEACHERS GO TOO FAST				
A	YES	553	17.3	378	12.1
B	NO	1939	60.6	2119	67.6
C	NOT SURE	642	20.1	579	18.5
D	NO RESPONSE	65	2.0	60	1.9
44	FEEL TENSE OR SHY IN SCHOOL				
A	YES	685	21.4	1047	33.4
B	NO	2246	70.2	1858	59.2
C	NOT SURE	205	6.4	171	5.5
D	NO RESPONSE	63	2.0	60	1.9
45	FEEL STUDIES ARE IMPORTANT				
A	YES	2084	65.1	2312	73.7
B	NO	704	22.0	448	14.3
C	NOT SURE	346	10.8	312	9.9
D	NO RESPONSE	65	2.0	64	2.0

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
46	FEEL TEACHERS ARE UNDERSTANDING				
A	YES	1921	60.1	1910	60.9
B	NO	713	22.3	562	17.9
C	NOT SURE	498	15.6	600	19.1
D	NO RESPONSE	67	2.1	64	2.0
47	FEEL TEACHERS ENJOY TEACHING				
A	YES	1915	59.9	1808	57.7
B	NO	620	19.4	648	20.7
C	NOT SURE	596	18.6	616	19.6
D	NO RESPONSE	68	2.1	64	2.0
48	FEEL OTHERS OVERSTRESS GRADES				
A	YES	1183	37.0	806	25.7
B	NO	1099	34.4	1312	41.8
C	NOT SURE	848	26.5	955	30.5
D	NO RESPONSE	69	2.2	65	2.0
49	PEER ASSOCIATIONS				
A	SEVERAL DIFFERENT GROUPS	949	29.7	841	26.8
B	MAINLY ONE CROWD	618	19.3	647	20.6
C	TWO OR THREE FRIENDS	1013	31.7	1129	36.0
D	ONE FRIEND MOST OF TIME	294	9.2	308	9.8
E	MOSTLY ALONE	250	7.8	144	4.6
F	NO RESPONSE	75	2.3	67	2.1
50	SELF-ESTIMATE OF COLLEGE ABILITY				
A	DEFINITELY HAVE THE ABILITY	1292	40.4	919	29.3
B	PROBABLY HAVE THE ABILITY	1222	38.2	1404	44.8
C	PROBABLY DO NOT HAVE IT	170	5.3	221	7.0
D	DEFINITELY DO NOT HAVE IT	60	1.9	112	3.6
E	DO NOT KNOW	390	12.2	415	13.2
F	NO RESPONSE	65	2.0	65	2.1
51	RELATIVE AGE OF FRIENDS				
A	MOST ARE SAME AGE	2434	76.1	2591	82.6
B	MOST ARE YOUNGER	222	6.9	103	3.3
C	MOST ARE OLDER	426	13.3	348	11.1
D	DO NOT KNOW	44	1.4	27	0.9
E	NO RESPONSE	73	2.3	67	2.1

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
52 SELF-ESTIMATE OF GENERAL HEALTH				
A VERY HEALTHY	1165	36.4	825	26.3
B IN GOOD HEALTH	1547	48.4	1667	53.2
C OK, BUT NOTHING EXTRA	317	9.9	395	12.6
D TIRED AND DRAGGY	82	2.6	145	4.6
E SICK QUITE A BIT	22	0.7	34	1.1
F NO RESPONSE	66	2.1	70	2.2
53 EFFECT OF POOR HEALTH				
A NO EFFECT, NEVER SICK	932	29.1	696	22.2
B NO EFFECT ON SCHOOL WORK	1769	55.3	1804	57.5
C A LITTLE EFFECT	370	11.6	487	15.5
D HAS QUITE AN EFFECT	59	1.8	77	2.5
E NO RESPONSE	69	2.2	72	2.3
54 ESTIMATE OF OWN BEST ABILITY				
A READING	354	11.1	641	20.4
B NUMBERS AND MATH	634	19.8	431	13.7
C WRITING	212	6.6	350	11.2
D MECHANICAL	463	14.5	29	0.9
E PAINTING AND DRAWING	118	3.7	270	8.6
F PLAYING AND SINGING MUSIC	180	5.6	175	5.6
G TALKING, SPEAKING IN PUBLIC	311	9.7	319	10.2
H SPORTS	833	26.0	315	10.0
I SEWING OR COOKING	13	0.4	528	16.8
J NO RESPONSE	81	2.5	78	2.5
55 IMPORTANCE OF BEING A LEADER				
A AMONG MOST IMPORTANT	329	10.3	125	4.0
B VERY IMPORTANT	972	30.4	576	18.4
C FAIRLY IMPORTANT	1189	37.2	1283	40.9
D NOT IMPORTANT	640	20.0	1080	34.4
E NO RESPONSE	69	2.2	72	2.3
56 IMPORTANCE OF GETTING GOOD GRADES				
A AMONG MOST IMPORTANT	422	13.2	410	13.1
B VERY IMPORTANT	1723	53.9	1828	58.3
C FAIRLY IMPORTANT	861	26.9	768	24.5
D NOT IMPORTANT	123	3.8	60	1.9
E NO RESPONSE	70	2.2	70	2.2

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
57 IMPORTANCE OF BEING TOP ATHLETE				
A AMONG MOST IMPORTANT	298	9.3	61	1.9
B VERY IMPORTANT	631	19.7	199	6.3
C FAIRLY IMPORTANT	1087	34.0	637	20.3
D NOT IMPORTANT	1110	34.7	2167	69.1
E NO RESPONSE	73	2.3	72	2.3
58 IMPORTANCE OF PLEASING PARENTS				
A AMONG MOST IMPORTANT	877	27.4	1183	37.7
B VERY IMPORTANT	1389	43.4	1300	41.5
C FAIRLY IMPORTANT	746	23.3	507	16.2
D NOT IMPORTANT	115	3.6	77	2.5
E NO RESPONSE	72	2.3	69	2.2
59 IMPORTANCE OF SCHOOL LEARNING				
A AMONG MOST IMPORTANT	793	24.8	784	25.0
B VERY IMPORTANT	1551	48.5	1692	54.0
C FAIRLY IMPORTANT	685	21.4	554	17.7
D NOT IMPORTANT	97	3.0	38	1.2
E NO RESPONSE	73	2.3	68	2.2
60 IMPORTANCE OF RELIGIOUS LIFE				
A AMONG MOST IMPORTANT	871	27.2	1196	38.1
B VERY IMPORTANT	1019	31.9	1034	33.0
C FAIRLY IMPORTANT	872	27.3	597	19.0
D NOT IMPORTANT	356	11.1	238	7.6
E NO RESPONSE	81	2.5	71	2.3
61 IMPORTANCE OF BEING LIKED BY PEERS				
A AMONG MOST IMPORTANT	396	12.4	464	14.8
B VERY IMPORTANT	1479	46.2	1562	49.8
C FAIRLY IMPORTANT	990	30.9	854	27.2
D NOT IMPORTANT	262	8.2	186	5.9
E NO RESPONSE	72	2.3	70	2.2
62 IMPORTANCE OF BEING IN ACTIVITIES				
A AMONG MOST IMPORTANT	116	3.6	125	4.0
B VERY IMPORTANT	832	26.0	833	26.6
C FAIRLY IMPORTANT	1473	46.0	1479	47.2
D NOT IMPORTANT	692	21.6	624	19.9
E NO RESPONSE	86	2.7	75	2.4

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
63 POST-HIGH SCHOOL PLANS					
A	GET A FULL-TIME JOB	227	7.1	609	19.4
B	ENLIST IN MILITARY	322	10.1	26	0.8
C	UNDECIDED - WORK VS SCHOOL	57	1.8	93	3.0
D	BUSINESS OR TRADE SCHOOL	252	7.9	353	11.3
E	GO TO A FOUR-YEAR COLLEGE	1586	49.6	1186	37.8
F	GO TO A JUNIOR COLLEGE	337	10.5	320	10.2
G	GET MARRIED AND STAY HOME	9	0.3	59	1.9
H	JOB AND SCHOOL AT SAME TIME	108	3.4	118	3.8
I	OTHER	55	1.7	148	4.7
J	NO DEFINITE PLANS RIGHT NOW	172	5.4	149	4.8
K	NO RESPONSE	74	2.3	75	2.4
64 EXPECTED INCOME COMP'D WITH PARENTS'					
A	MORE	1617	50.5	944	30.1
B	ABOUT THE SAME	545	17.0	766	24.4
C	LESS	208	6.5	235	7.5
D	NO IDEA	748	23.4	1118	35.7
E	NO RESPONSE	81	2.5	73	2.3
65 ESTIMATED EDUC OF ELECTRICAL ENGR					
A	NO HIGH SCHOOL DIPLOMA	27	0.8	19	0.6
B	AT LEAST HIGH SCHOOL DIPLOMA	129	4.0	92	2.9
C	SPECIAL TRAINING BEYOND HS	1280	40.0	1424	45.4
D	FOUR YEARS OF COLLEGE	1342	42.0	1173	37.4
E	MORE THAN FOUR YEARS COLLEGE	340	10.6	353	11.3
F	NO RESPONSE	81	2.5	75	2.4
66 ESTIMATED EDUC OF PLUMBER/PRAC NURSE					
A	NO HIGH SCHOOL DIPLOMA	132	4.1	42	1.3
B	AT LEAST HIGH SCHOOL DIPLOMA	465	14.5	205	6.5
C	SPECIAL TRAINING BEYOND HS	2371	74.1	2540	81.0
D	FOUR YEARS OF COLLEGE	107	3.3	229	7.3
E	MORE THAN FOUR YEARS COLLEGE	43	1.3	49	1.6
F	NO RESPONSE	80	2.5	71	2.3
67 ESTIMATED EDUC OF PILOT/LEGAL SECY					
A	NO HIGH SCHOOL DIPLOMA	31	1.0	9	0.3
B	AT LEAST HIGH SCHOOL DIPLOMA	199	6.2	198	6.3
C	SPECIAL TRAINING BEYOND HS	2046	64.0	2477	79.0
D	FOUR YEARS OF COLLEGE	641	20.0	320	10.2
E	MORE THAN FOUR YEARS COLLEGE	197	6.2	59	1.9
F	NO RESPONSE	85	2.7	73	2.3

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
68	ESTIMATED EDUC OF ELEMENTARY TEACHER				
A	NO HIGH SCHOOL DIPLOMA	23	0.7	7	0.2
B	AT LEAST HIGH SCHOOL DIPLOMA	64	2.0	7	0.2
C	SPECIAL TRAINING BEYOND HS	202	6.3	87	2.8
D	FOUR YEARS OF COLLEGE	2470	77.2	2643	84.3
E	MORE THAN FOUR YEARS COLLEGE	354	11.1	316	10.1
F	NO RESPONSE	86	2.7	76	2.4
69	ESTIMATED EDUC OF MEDICAL DOCTOR				
A	NO HIGH SCHOOL DIPLOMA	55	1.7	33	1.1
B	AT LEAST HIGH SCHOOL DIPLOMA	33	1.0	13	0.4
C	SPECIAL TRAINING BEYOND HS	80	2.5	42	1.3
D	FOUR YEARS OF COLLEGE	73	2.3	52	1.7
E	MORE THAN FOUR YEARS COLLEGE	2875	89.9	2921	93.1
F	NO RESPONSE	83	2.6	75	2.4
70	ESTIMATED EDUC OF GAS STA WKR/WAITRESS				
A	NO HIGH SCHOOL DIPLOMA	2526	79.0	2500	79.7
B	AT LEAST HIGH SCHOOL DIPLOMA	449	14.0	510	16.3
C	SPECIAL TRAINING BEYOND HS	65	2.0	42	1.3
D	FOUR YEARS OF COLLEGE	40	1.3	4	0.1
E	MORE THAN FOUR YEARS COLLEGE	33	1.0	7	0.2
F	NO RESPONSE	86	2.7	73	2.3
71	SELF-ESTIMATE OF TEACHERS' RATINGS				
A	EXCELLENT	197	6.2	248	7.9
B	GOOD	1118	34.9	1289	41.1
C	AVERAGE	1459	45.6	1389	44.3
D	POOR, BUT PASSING	301	9.4	132	4.2
E	NOT PASSING	35	1.1	5	0.2
F	NO RESPONSE	89	2.8	73	2.3
72	HRS/WK WATCHING TELEVISION				
A	NONE	178	5.6	235	7.5
B	ONE-FIVE	1371	42.9	1592	50.8
C	SIX-TEN	909	28.4	737	23.5
D	TEN-FIFTEEN	417	13.0	288	9.2
E	MORE THAN FIFTEEN HOURS	236	7.4	209	6.7
F	NO RESPONSE	88	2.8	75	2.4

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
73 HRS/WK READING NEWSPAPERS, MAGS					
A	NONE	145	4.5	164	5.2
B	ONE-FIVE	2386	74.6	2450	78.1
C	SIX-TEN	449	14.0	348	11.1
D	TEN-FIFTEEN	73	2.3	67	2.1
E	MORE THAN FIFTEEN HOURS	51	1.6	32	1.0
F	NO RESPONSE	95	3.0	75	2.4
74 HRS/WK READING POP ROMANTIC MAGS					
A	NONE	2786	87.1	2135	68.1
B	ONE-FIVE	234	7.3	824	26.3
C	SIX-TEN	40	1.3	62	2.0
D	TEN-FIFTEEN	18	0.6	15	0.5
E	MORE THAN FIFTEEN HOURS	35	1.1	26	0.8
F	NO RESPONSE	86	2.7	74	2.4
75 HRS/WK READING NOVELS/BIOGRAPHIES					
A	NONE	730	22.8	489	15.6
B	ONE-FIVE	1695	53.0	1605	51.2
C	SIX-TEN	502	15.7	668	21.3
D	TEN-FIFTEEN	113	3.5	210	6.7
E	MORE THAN FIFTEEN HOURS	74	2.3	83	2.6
F	NO RESPONSE	85	2.7	81	2.6
76 HRS/WK IN GROOMING					
A	NONE	335	10.5	84	2.7
B	ONE-FIVE	2060	64.4	1260	40.2
C	SIX-TEN	499	15.6	1060	33.8
D	TEN-FIFTEEN	116	3.6	402	12.8
E	MORE THAN FIFTEEN	96	3.0	250	8.0
F	NO RESPONSE	93	2.9	80	2.6
77 HRS/WK FOR CASUAL SOCIAL LIFE					
A	NONE	337	10.5	488	15.6
B	ONE-FIVE	1205	37.7	1387	44.2
C	SIX-TEN	765	23.9	657	21.0
D	TEN-FIFTEEN	390	12.2	307	9.8
E	MORE THAN FIFTEEN HOURS	410	12.8	217	6.9
F	NO RESPONSE	92	2.9	80	2.6

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
78 HRS/WK PLAYING GAMES AND SPORTS					
A	NONE	314	9.8	897	28.6
B	ONE-FIVE	1139	35.6	1394	44.5
C	SIX-TEN	777	24.3	487	15.5
D	TEN-FIFTEEN	492	15.4	169	5.4
E	MORE THAN FIFTEEN HOURS	380	11.9	108	3.4
F	NO RESPONSE	97	3.0	81	2.6
79 HRS/WK WORKING FOR MONEY					
A	NONE	730	22.8	951	30.3
B	ONE-FIVE	378	11.8	540	17.2
C	SIX-TEN	333	10.4	338	10.8
D	TEN-FIFTEEN	419	13.1	471	15.0
E	MORE THAN FIFTEEN HOURS	1246	38.9	753	24.0
F	NO RESPONSE	93	2.9	83	2.6
80 HRS/WK DATING					
A	NONE	653	20.4	505	16.1
B	ONE-FIVE	1370	42.8	1180	37.6
C	SIX-TEN	646	20.2	793	25.3
D	TEN-FIFTEEN	249	7.8	337	10.7
E	MORE THAN FIFTEEN HOURS	189	5.9	240	7.7
F	NO RESPONSE	92	2.9	81	2.6
81 EXPECT GREATEST LIFE SATISFACTION IN					
A	CAREER OR OCCUPATION	883	27.6	634	20.2
B	MAKING MONEY	340	10.6	89	2.8
C	MARRIAGE AND FAMILY	1125	35.2	1730	55.2
D	LEISURE TIME ACTIVITIES	322	10.1	72	2.3
E	RELIGIOUS BELIEFS/ACTIVITIES	80	2.5	73	2.3
F	IMPROVING LIFE FOR OTHERS	260	8.1	351	11.2
G	LITERATURE, ART, OR MUSIC	107	3.3	114	3.6
H	NO RESPONSE	82	2.6	73	2.3
82 TIME COLLEGE PLANS WERE MADE					
A	UNDECIDED YET	431	13.5	240	7.7
B	JUST THIS YEAR	855	26.7	836	26.7
C	IN THE ELEVENTH GRADE	619	19.3	617	19.7
D	IN THE TENTH GRADE	322	10.1	322	10.3
E	IN THE NINTH GRADE	226	7.1	248	7.9
F	SEVENTH OR EIGHTH GRADE	224	7.0	235	7.5
G	BEFORE THE SEVENTH GRADE	229	7.2	368	11.7
H	DO NOT KNOW	216	6.8	198	6.3
I	NO RESPONSE	77	2.4	72	2.3

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
83 EST OF BEST FRIEND'S FUTURE PLANS					
A	GET A JOB	332	10.4	557	17.8
B	GO TO A BUS OR TECH SCHOOL	262	8.2	398	12.7
C	GO TO COLLEGE	1715	53.6	1564	49.9
D	JOB AND COLLEGE TOGETHER	87	2.7	66	2.1
E	MILITARY SERVICE	325	10.2	42	1.3
F	FULL TIME HOUSEWIFE	26	0.8	105	3.3
G	TRAVEL FIRST	16	0.5	37	1.2
H	UNDECIDED	119	3.7	165	5.3
I	DO NOT KNOW	232	7.3	128	4.1
J	NO RESPONSE	85	2.7	74	2.4
84 HYPOTHETICAL COLLEGE MAJOR					
A	UNDECIDED	209	6.7	157	5.1
B	BUSINESS	492	15.7	656	21.3
C	ENGLISH, SPEECH	119	3.8	167	5.4
D	SOCIAL SCIENCES, HISTORY	220	7.0	132	4.3
E	AGRICULTURAL, FORESTRY	95	3.0	13	0.4
F	BIOLOGICAL SCIENCES	131	4.2	140	4.5
G	PHYSICAL SCIENCES	109	3.5	20	0.6
H	MATHEMATICS	223	7.1	125	4.1
I	VOCATIONAL, TRADE, IND ARTS	175	5.6	35	1.1
J	LANG, FINE ARTS, PHILOSOPHY	53	1.7	222	7.2
K	MILITARY	60	1.9	4	0.1
L	EDUCATION	109	3.5	365	11.9
M	ENGINEERING, ARCHITECTURE	394	12.6	7	0.2
N	GEN EDUCATION (LIBERAL ARTS)	163	5.2	256	8.3
O	THEOLOGY, RELIGION	24	0.8	13	0.4
P	MUSIC, DRAMA, GRAPHIC ARTS	75	2.4	104	3.4
Q	MEDICAL TECHNOLOGY, NURSING	10	0.3	278	9.0
R	PRE-PROF (LAW, MED, ETC)	157	5.0	87	2.8
S	PHYSICAL EDUCATION	89	2.8	76	2.5
T	OTHER	134	4.3	151	4.9
U	NO RESPONSE	83	2.7	71	2.3
85 TYPE OF COLLEGE STUDENT WOULD PREFER					
A	ACADEMIC, CULTURAL EMPHASIS	476	14.9	420	13.4
B	GOOD TEACHING, FRIENDLY ATMOS	1657	51.8	1706	54.4
C	ATHLETICS, SOCIAL ACTIVITIES	208	6.5	94	3.0
D	JOB PREP, WORKING STUDENTS	746	23.3	835	26.6
E	NO RESPONSE	112	3.5	81	2.6

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
86	GREATEST OBSTACLE TO COLL ATTENDANCE				
A	TOO EXPENSIVE	350	10.9	434	13.8
B	GRADES NOT GOOD ENOUGH	765	23.9	621	19.8
C	PARENTS OBJECT TO IT	20	0.6	18	0.6
D	PREFER TO GET A JOB	80	2.5	235	7.5
E	PREFER TO GET MARRIED	58	1.8	198	6.3
F	DO PLAN TO GO TO COLLEGE	1117	34.9	1086	34.6
G	MILITARY SERVICE	226	7.1	11	0.4
H	LACK OF INTEREST	219	6.8	211	6.7
I	DO NOT KNOW	265	8.3	243	7.7
J	NO RESPONSE	99	3.1	79	2.5
87	MOTHER'S WISH RE STUDENT'S COLL EDUC				
A	DEFINITELY DESIRES IT	1615	50.5	1089	34.7
B	ENCOURAGES WITHOUT INSISTING	877	27.4	1033	32.9
C	DESIRES IT, BUT LACKS FUNDS	69	2.2	118	3.8
D	INDIFFERENT	405	12.7	660	21.0
E	OPPOSES, BUT DOES NOT FORBID	42	1.3	43	1.4
F	WILL NOT PERMIT	7	0.2	19	0.6
G	DO NOT KNOW	93	2.9	97	3.1
H	NO RESPONSE	91	2.8	77	2.5
88	FATHER'S WISH RE STUDENT'S COLL EDUC				
A	DEFINITELY DESIRES IT	1601	50.0	1132	36.1
B	ENCOURAGES WITHOUT INSISTING	768	24.0	854	27.2
C	DESIRES IT, BUT LACKS FUNDS	55	1.7	104	3.3
D	INDIFFERENT	423	13.2	639	20.4
E	OPPOSES, BUT DOES NOT FORBID	32	1.0	51	1.6
F	WILL NOT PERMIT	10	0.3	13	0.4
G	DO NOT KNOW	201	6.3	252	8.0
H	NO RESPONSE	109	3.4	91	2.9
89	EXPECT TO GO TO COLLEGE SOMETIME				
A	YES	2487	77.7	2160	68.9
B	NOT SURE	375	11.7	405	12.9
C	NO	245	7.7	495	15.8
D	NO RESPONSE	92	2.9	75	2.4
90	DECIDED ON A PARTICULAR COLLEGE				
A	YES	2060	64.4	1866	59.5
B	NO	902	28.2	845	27.0
C	NO RESPONSE	236	7.4	424	13.5

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
91 DECIDED ON 2ND CHOICE COLLEGE				
A YES	1225	38.3	1005	32.1
B NO	1334	41.7	1280	40.8
C DO NOT KNOW	378	11.8	371	11.8
D NO RESPONSE	261	8.2	479	15.3
FACTORS INFLUENCING COLLEGE CHOICE ITEMS 92 TO 106				
92 TEACHING REPUTATION OF COLLEGE				
A MAJOR CONSIDERATION	2257	70.6	2289	73.0
B MINOR CONSIDERATION	493	15.4	277	8.8
C OF NO IMPORTANCE	157	4.9	64	2.0
D NO RESPONSE	290	9.1	505	16.1
93 COLLEGE HAS FRIENDLY ENVIRONMENT				
A MAJOR CONSIDERATION	1529	47.8	1657	52.9
B MINOR CONSIDERATION	1181	36.9	873	27.8
C OF NO IMPORTANCE	196	6.1	98	3.1
D NO RESPONSE	291	9.1	507	16.2
94 RESEARCH REPUTATION OF COLLEGE				
A MAJOR CONSIDERATION	1089	34.1	927	29.6
B MINOR CONSIDERATION	1349	42.2	1304	41.6
C OF NO IMPORTANCE	465	14.5	392	12.5
D NO RESPONSE	295	9.2	509	16.3
95 RELIGIOUS EMPHASIS OF COLLEGE				
A MAJOR CONSIDERATION	326	10.2	382	12.2
B MINOR CONSIDERATION	992	31.0	1043	33.3
C OF NO IMPORTANCE	1589	49.7	1204	38.4
D NO RESPONSE	292	9.1	507	16.2
96 COLLEGE HAS ACTIVE POLITICAL LIFE				
A MAJOR CONSIDERATION	578	18.1	653	20.8
B MINOR CONSIDERATION	1545	48.3	1388	44.3
C OF NO IMPORTANCE	782	24.5	585	18.7
D NO RESPONSE	293	9.2	510	16.3
97 LOW COST TO ATTEND COLLEGE				
A MAJOR CONSIDERATION	1092	34.1	1011	32.3
B MINOR CONSIDERATION	1182	37.0	1074	34.3
C OF NO IMPORTANCE	625	19.5	547	17.5
D NO RESPONSE	299	9.3	502	16.0

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
98 GOOD COLLEGE ATHLETIC PROGRAM				
A MAJOR CONSIDERATION	689	21.6	294	9.4
B MINOR CONSIDERATION	1367	42.8	1076	34.3
C OF NO IMPORTANCE	844	26.4	1261	40.2
D NO RESPONSE	296	9.3	502	16.0
99 COLLEGE IS CLOSE TO HOME				
A MAJOR CONSIDERATION	844	26.4	749	23.9
B MINOR CONSIDERATION	1126	35.2	1042	33.3
C OF NO IMPORTANCE	928	29.0	834	26.6
D NO RESPONSE	300	9.4	508	16.2
100 FRIENDS ARE GOING TO SAME COLLEGE				
A MAJOR CONSIDERATION	225	7.0	81	2.6
B MINOR CONSIDERATION	975	30.5	779	24.8
C OF NO IMPORTANCE	1695	53.0	1763	56.2
D NO RESPONSE	303	9.5	513	16.4
101 COLLEGE HAS FRATERNAL GROUPS				
A MAJOR CONSIDERATION	222	6.9	173	5.5
B MINOR CONSIDERATION	1048	32.8	889	28.4
C OF NO IMPORTANCE	1627	50.9	1571	50.2
D NO RESPONSE	301	9.4	498	15.9
102 COLLEGE OFFERS FINANCIAL AID				
A MAJOR CONSIDERATION	995	31.1	944	30.1
B MINOR CONSIDERATION	861	26.9	842	26.8
C OF NO IMPORTANCE	1040	32.6	841	26.8
D NO RESPONSE	299	9.4	509	16.2
103 COLLEGE HAS INTELLECTUAL ENVIRON				
A MAJOR CONSIDERAT ⁷	1041	32.6	1016	32.4
B MINOR CONSIDERAT	1317	41.2	1238	39.5
C OF NO IMPORTANCE	539	16.9	375	12.0
D NO RESPONSE	300	9.4	506	16.1
104 COLLEGE IS COEDUCATIONAL				
A MAJOR CONSIDERATION	789	24.7	748	23.9
B MINOR CONSIDERATION	1339	41.9	1189	37.9
C OF NO IMPORTANCE	767	24.0	678	21.6
D NO RESPONSE	304	9.5	521	16.6

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
105	A LOT OF ACADEMIC COMPET AT COLLEGE				
	A MAJOR CONSIDERATION	752	23.5	621	19.8
	B MINOR CONSIDERATION	1579	49.4	1424	45.4
	C OF NO IMPORTANCE	564	17.6	571	18.2
	D NO RESPONSE	303	9.5	519	16.6
106	COLLEGE IN COSMOPOLITAN AREA				
	A MAJOR CONSIDERATION	437	13.7	432	13.8
	B MINOR CONSIDERATION	1236	38.6	1080	34.4
	C OF NO RESPONSE	1223	38.2	1105	35.2
	D NO RESPONSE	303	9.5	519	16.5
107	DISTANCE (OF EXPECTED COLL) FROM HOME				
	A WITHIN COMMUTING DISTANCE	1409	44.1	1272	40.6
	B WITHIN 200 MILES	531	16.6	471	15.0
	C MORE THAN 200 BUT LESS 500	196	6.1	163	5.2
	D MORE THAN 500 MILES	205	6.4	153	4.9
	E UNDECIDED WHICH COLLEGE	551	17.2	554	17.7
	F NO RESPONSE	306	9.6	522	16.7
108	NUMBER OF COLLEGES APPLIED TO				
	A NONE	651	20.4	645	20.6
	B ONE	569	17.8	595	19.0
	C TWO	521	16.3	464	14.8
	D THREE OR MORE	1162	36.3	909	29.0
	E NO RESPONSE	296	9.3	523	16.7
109	ACCEPTANCE(S) BY COLLEGE(S)				
	A ACCEPTED BY ONE	850	26.6	816	26.0
	B ACCEPTED BY TWO	552	17.3	466	14.9
	C ACCEPTED BY THREE OR MORE	520	16.3	420	13.4
	D ACCEPTED BY NONE	298	9.3	194	6.2
	E DID NOT APPLY	465	14.5	529	16.9
	F DO NOT KNOW YET	214	6.7	191	6.1
	G NO RESPONSE	300	9.4	520	16.6
110	ATHLETIC SCHOLARSHIP(S) RECEIVED				
	A NO REPLY TO APPLICATIONS	105	3.3	54	1.7
	B NOT SUCCESSFUL	69	2.2	9	0.3
	C RECEIVED ONE	73	2.3	5	0.2
	D RECEIVED TWO OR MORE	44	1.4	11	0.4
	E DID NOT APPLY	2603	81.4	2524	80.5
	F NO RESPONSE	305	9.5	533	17.0

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
111	OTHER SCHOLARSHIP(S) RECEIVED				
A	NO REPLY TO APPLICATIONS	369	11.5	409	13.0
B	NOT SUCCESSFUL	249	7.8	158	5.0
C	RECEIVED ONE	154	4.8	144	4.6
D	RECEIVED TWO OR MORE	80	2.5	68	2.2
E	DID NOT APPLY	2036	63.6	1819	58.0
F	NO RESPONSE	311	9.7	538	17.2
112	IMP OF COLL GRADUATION TO STUDENT				
A	EXTREMELY IMPORTANT	1597	49.9	1100	35.1
B	QUITE IMPORTANT	674	21.1	783	25.0
C	FAIRLY IMPORTANT	308	9.6	313	10.0
D	NOT VERY IMPORTANT	305	9.5	399	12.7
E	NO RESPONSE	315	9.8	540	17.2
113	REASONS MIGHT NOT ACHIEVE EDUC GOALS				
A	ACADEMIC PROBLEMS	996	31.1	597	19.0
B	FINANCIAL PROBLEMS	384	12.0	397	12.7
C	MARRIAGE	130	4.1	637	20.3
D	ILLNESS OR DEATH	160	5.0	143	4.6
E	FAMILY CRISIS	115	3.6	166	5.3
F	MILITARY SERVICE	350	10.9	8	0.3
G	TRAVEL	26	0.8	49	1.6
H	LACK OF INTEREST	404	12.6	283	9.0
I	SOME OTHER REASON	311	9.7	313	10.0
J	NO RESPONSE	323	10.1	543	17.3
114	COLL SUPPORT EXPECTED--COLL LOANS				
A	NONE	2207	69.0	2123	67.7
B	ABOUT ONE-FOURTH	366	11.4	284	9.1
C	ABOUT HALF	154	4.8	107	3.4
D	ABOUT THREE-FOURTHS	74	2.3	36	1.1
E	ALL OF IT	57	1.8	33	1.1
F	NO RESPONSE	341	10.7	553	17.6
115	COLL SUPPORT EXPECTED--OTHER LOANS				
A	NONE	1776	55.5	1755	56.0
B	ABOUT ONE-FOURTH	502	15.7	357	11.4
C	ABOUT HALF	279	8.7	229	7.3
D	ABOUT THREE-FOURTHS	135	4.2	107	3.4
E	ALL OF IT	165	5.2	118	3.8
F	NO RESPONSE	342	10.7	570	18.2

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
116	COLL SUPPORT FROM SCHOLARSHIPS				
A	NONE	2159	67.5	1928	61.5
B	ABOUT ONE-FOURTH	356	11.1	401	12.8
C	ABOUT HALF	169	5.3	127	4.1
D	ABOUT THREE-FOURTHS	81	2.5	69	2.2
E	ALL OF IT	79	2.5	41	1.3
F	NO RESPONSE	354	11.1	567	18.1
117	COLL SUPPORT EXPECTED--PARENTS				
A	NONE	715	22.4	525	16.8
B	ABOUT ONE-FOURTH	632	19.8	446	14.2
C	ABOUT HALF	644	20.1	549	17.5
D	ABOUT THREE-FOURTHS	477	14.9	494	15.8
E	ALL OF IT	381	11.9	555	17.7
F	NO RESPONSE	349	10.9	564	18.0
118	COLL SUPPORT EXPECTED--OWN SAVINGS				
A	NONE	838	26.2	858	27.4
B	ABOUT ONE-FOURTH	1114	34.8	1025	32.7
C	ABOUT HALF	453	14.2	375	12.0
D	ABOUT THREE-FOURTHS	209	6.5	154	4.9
E	ALL OF IT	230	7.2	156	5.0
F	NO RESPONSE	353	11.0	565	18.0
119	COLL SUPPORT EXPECTED--JOBS				
A	NONE	1073	33.5	1120	35.8
B	ABOUT ONE-FOURTH	1059	33.1	942	30.1
C	ABOUT HALF	345	10.8	260	8.3
D	ABOUT THREE-FOURTHS	158	4.9	111	3.5
E	ALL OF IT	197	6.2	133	4.2
F	NO RESPONSE	367	11.5	564	18.0
120	EXPECTED RESIDENCE WHILE AT COLLEGE				
A	AT HOME WITH FAMILY	1236	38.6	1081	34.5
B	IN A COLLEGE DORMITORY	919	28.7	971	31.0
C	IN A FRATERNITY OR SORORITY	89	2.8	24	0.8
D	AWAY WITH FRIENDS, RELATIVES	49	1.5	40	1.3
E	AWAY FROM HOME IN ROOM OR APT	173	5.4	99	3.2
F	SOME PLACE NOT MENTIONED HERE	47	1.5	42	1.3
G	UNDECIDED	340	10.6	317	10.1
H	NO RESPONSE	346	10.8	561	17.9

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
121	LIKELIHOOD OF POST GRADUATE WORK				
A	VERY LIKELY	685	21.4	337	10.8
B	SOMEWHAT LIKELY	790	24.7	514	16.4
C	SOMEWHAT UNLIKELY	514	16.1	452	14.4
D	QUITE UNLIKELY	854	26.7	1256	40.1
E	NO RESPONSE	356	11.1	575	18.3
122	LOOK UP TO/ADMIRE POLICEMAN				
A	A LOT	619	19.3	1004	32.0
B	SOME	1486	46.5	1467	46.8
C	NOT MUCH	797	24.9	433	13.8
D	CAN'T SAY	165	5.2	138	4.4
E	NO RESPONSE	132	4.1	94	3.0
123	LOOK UP TO/ADMIRE PLUMBER				
A	A LOT	131	4.1	110	3.5
B	SOME	946	29.6	899	28.7
C	NOT MUCH	1590	49.7	1491	47.5
D	CAN'T SAY	403	12.6	542	17.3
E	NO RESPONSE	128	4.0	94	3.0
124	LOOK UP TO/ADMIRE AIRLINE PILOT				
A	A LOT	918	28.7	1057	34.0
B	SOME	1533	47.9	1475	47.0
C	NOT MUCH	406	12.7	291	9.3
D	CAN'T SAY	209	6.5	209	6.7
E	NO RESPONSE	133	4.2	94	3.0
125	LOOK UP TO/ADMIRE HS TEACHER				
A	A LOT	984	30.8	1559	49.7
B	SOME	1510	47.2	1221	38.9
C	NOT MUCH	421	13.2	182	5.8
D	CAN'T SAY	153	4.8	79	2.5
E	NO RESPONSE	131	4.1	94	3.0
126	LOOK UP TO/ADMIRE SOC WELFARE WKR				
A	A LOT	962	30.1	1987	63.4
B	SOME	1156	36.1	746	23.8
C	NOT MUCH	616	19.3	175	5.6
D	CAN'T SAY	327	10.2	127	4.0
E	NO RESPONSE	138	4.3	101	3.2

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
127	LOOK UP TO/ADMIRE TRUCK DRIVER				
A	A LOT	214	6.7	129	4.1
B	SOME	822	25.7	633	20.2
C	NOT MUCH	1626	50.8	1707	54.4
D	CAN'T SAY	401	12.5	568	18.1
E	NO RESPONSE	136	4.3	98	3.1
128	LOOK UP TO/ADMIRE ASTRONAUT				
A	A LOT	2009	62.8	2249	71.7
B	SOME	742	23.2	562	17.9
C	NOT MUCH	195	6.1	118	3.8
D	CAN'T SAY	118	3.7	110	3.5
E	NO RESPONSE	135	4.2	97	3.1
129	LOOK UP TO/ADMIRE CONGRESSMAN				
A	A LOT	1175	36.7	1406	44.8
B	SOME	1245	38.9	1198	38.2
C	NOT MUCH	440	13.8	266	8.5
D	CAN'T SAY	202	6.3	166	5.3
E	NO RESPONSE	137	4.3	100	3.2
130	LOOK UP TO/ADMIRE COMPUTER OP				
A	A LOT	495	15.5	517	16.5
B	SOME	1375	43.0	1332	42.5
C	NOT MUCH	819	25.6	753	24.0
D	CAN'T SAY	373	11.7	438	14.0
E	NO RESPONSE	136	4.3	96	3.1
131	LOOK UP TO/ADMIRE ENTERTAINER				
A	A LOT	593	18.5	521	16.6
B	SOME	1379	43.1	1289	41.1
C	NOT MUCH	793	24.8	897	28.6
D	CAN'T SAY	296	9.3	329	10.5
E	NO RESPONSE	137	4.3	100	3.2
132	AVERAGE TIME SPENT ON HOMEWORK/NIGHT				
A	DO NOT HAVE HOMEWORK	56	1.8	16	0.5
B	NONE SPENT	251	7.8	59	1.9
C	LESS THAN ONE HOUR/DAY	694	21.7	456	14.5
D	BETWEEN ONE-TWO HOURS/DAY	1352	42.3	1339	42.7
E	OVER TWO HOURS/DAY	704	22.0	1168	37.2
F	NO RESPONSE	142	4.4	98	3.1

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
133 CONCERN FOR TEACHERS' REGARD					
A	CARE QUITE A LOT	1128	35.3	1622	51.7
B	CARE SOMEWHAT	1288	40.3	1073	34.2
C	USED TO CARE BUT NOT NOW	322	10.1	232	7.4
D	DO NOT CARE	311	9.7	107	3.4
E	NO RESPONSE	150	4.7	102	3.3
134 MOST IMPORTANT REASON FOR SCHOOL					
A	TO BE WITH FRIENDS	37	1.2	8	0.3
B	TO TRAIN FOR DESIRED JOB	381	11.9	639	7.4
C	TO LEARN ABOUT ONESELF	306	9.6	428	6.6
D	TO BE IN SPORTS	50	1.6	10	0.3
E	TO LEARN NEW THINGS	366	11.4	566	18.0
F	TO GET INTO COLLEGE	1253	39.2	749	23.9
G	TO PLEASE ONE'S PARENTS	63	2.0	58	1.8
H	TO GET HS DIPLOMA	591	18.5	567	18.1
I	NO RESPONSE	152	4.8	111	3.5
135 MOST INFLUENTIAL TEACHER					
A	NO INFLUENTIAL TEACHER	1085	33.9	1058	33.7
B	INCREASED INTEREST IN STUDIES	292	9.1	264	8.4
C	HELPED JOB OR CAREER DECISION	322	10.1	409	13.0
D	HELPED DECIDE WHICH COLLEGE	175	5.5	99	3.2
E	IMPROVED SELF UNDERSTANDING	269	8.4	255	8.1
F	HELPED UNDERSTAND OTHERS	134	4.2	183	5.8
G	CHANGED ATTITUDE TOWARD LIFE	344	10.8	319	10.2
H	OTHER INFLUENCE NOT LISTED	424	13.3	441	14.1
I	NO RESPONSE	154	4.8	108	3.4
136 QUALITIES OF INFLUENTIAL TEACHER					
A	NO INFLUENTIAL TEACHER	1113	34.8	1065	34.0
B	TOOK A PERSONAL INTEREST	368	11.5	350	11.2
C	HAD GOOD ATTITUDE TOWARD LIFE	270	8.4	217	6.9
D	PROVIDED A CHALLENGE	456	14.3	543	17.3
E	TREATED STUDENTS WITH RESPECT	322	10.1	422	13.5
F	ENCOURAGED ORIGINAL THINKING	293	9.2	252	8.0
G	OTHER	204	6.4	176	5.6
H	NO RESPONSE	173	5.4	111	3.5
137 WOULD ADD MORE PRACTICAL HS COURSES					
A	YES	1887	59.0	2088	66.6
B	NO	729	22.8	514	16.4
C	DO NOT KNOW	425	13.3	429	13.7
D	NO RESPONSE	158	4.9	105	3.3

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
138 WOULD PERMIT FREER CHOICE OF COURSES				
A YES	1798	56.2	1688	53.8
B NO	863	27.0	909	29.0
C DO NOT KNOW	375	11.7	433	13.8
D NO RESPONSE	163	5.1	106	3.4
139 WOULD KEEP SCHOOL JUST AS IT IS				
A YES	394	12.3	329	10.5
B NO	2250	70.3	2248	71.7
C DO NOT KNOW	392	12.3	447	14.3
D NO RESPONSE	163	5.1	112	3.6
140 WOULD PROVIDE MORE COUNSELOR TIME				
A YES	2121	66.3	2082	66.4
B NO	556	17.4	565	18.0
C DO NOT KNOW	358	11.2	380	12.1
D NO RESPONSE	164	5.1	109	3.5
141 WOULD ADD BOOKS TO SCHOOL LIBRARY				
A YES	1986	62.1	1910	60.9
B NO	531	16.6	542	17.3
C DO NOT KNOW	516	16.1	575	18.3
D NO RESPONSE	166	5.2	109	3.5
142 WOULD BUILD BETTER LABS AND SHOPS				
A YES	2272	71.1	2113	67.4
B NO	479	15.0	523	16.7
C DO NOT KNOW	282	8.8	388	12.4
D NO RESPONSE	163	5.1	109	3.5
143 WOULD HAVE MORE CLASS DISCUSSIONS				
A YES	2066	64.6	2131	68.0
B NO	570	17.8	559	17.8
C DO NOT KNOW	398	12.4	329	10.5
D NO RESPONSE	164	5.1	117	3.7
144 VALUE OF HS COURSES FOR JOB PREP				
A VERY USEFUL	866	27.1	1149	36.7
B OF SOME USE	1358	42.5	1101	35.1
C NOT SURE OF USE	352	11.0	313	10.0
D NOT USEFUL AT ALL	319	10.0	341	10.9
E CAN'T ANSWER THIS QUESTION	131	4.1	120	3.8
F NO RESPONSE	173	5.4	111	3.5

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
145 VALUE OF HS COURSES FOR COLL PREP				
A VERY USEFUL	1945	60.8	1711	54.6
B OF SOME USE	562	17.6	665	21.2
C NOT SURE OF USE	181	5.7	161	5.1
D NOT USEFUL AT ALL	195	6.1	253	8.1
E CAN'T ANSWER THIS QUESTION	143	4.5	233	7.4
F NO RESPONSE	172	5.4	113	3.6
146 VALUE OF HS COURSES FOR MATURING				
A VERY USEFUL	1019	31.9	1077	34.3
B OF SOME USE	1169	36.5	1201	38.3
C NOT SURE OF USE	383	12.0	370	11.8
D NOT USEFUL AT ALL	258	8.1	191	6.1
E CAN'T ANSWER THIS QUESTION	191	6.0	183	5.8
F NO RESPONSE	179	5.6	114	3.6
147 VALUE OF COUNSELING RE CAREER TESTS				
A VERY HELPFUL	482	15.1	470	15.0
B HELPFUL	1160	36.3	1106	35.3
C NOT HELPFUL	747	23.4	698	22.3
D NOT DISCUSSED OR TESTED	626	19.6	744	23.7
E NO RESPONSE	183	5.7	116	3.7
148 VALUE OF COUNSELING RE ABILITY TESTS				
A VERY HELPFUL	693	21.7	514	16.4
B HELPFUL	1344	42.0	1283	40.9
C NOT HELPFUL	630	19.7	660	21.1
D NOT DISCUSSED OR TESTED	349	10.9	558	17.8
E NO RESPONSE	183	5.7	120	3.8
149 VALUE OF COUNSELING RE OTHER TESTS				
A VERY HELPFUL	437	13.7	466	14.9
B HELPFUL	923	28.9	983	31.3
C NOT HELPFUL	785	24.6	655	20.9
D NOT DISCUSSED OR TESTED	864	27.0	913	29.1
E NO RESPONSE	188	5.9	119	3.8
150 COUNSELING VALUE RE JOB INTERVIEWS				
A VERY HELPFUL	387	12.1	596	19.0
B HELPFUL	732	22.9	830	26.5
C NOT HELPFUL	708	22.1	540	17.2
D NOT DISCUSSED	1183	37.0	1048	33.4
E NO RESPONSE	189	5.9	121	3.9

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
151 COUNSELING VALUE RE STUDY HABITS				
A VERY HELPFUL	382	11.9	286	9.1
B HELPFUL	1073	33.5	915	29.2
C NOT HELPFUL	787	24.6	684	21.8
D NOT DISCUSSED	767	24.0	1130	36.0
E NO RESPONSE	190	5.9	121	3.9
152 COUNSELING VALUE RE COLL PROGRAM				
A VERY HELPFUL	593	18.5	491	15.7
B HELPFUL	1259	39.4	1271	40.5
C NOT HELPFUL	627	19.6	572	18.2
D NOT DISCUSSED	524	16.4	678	21.6
E NO RESPONSE	196	6.1	124	4.0
153 COUNSELING VALUE RE GEN COLL INFO				
A VERY HELPFUL	615	19.2	501	16.0
B HELPFUL	1071	33.5	1060	33.8
C NOT HELPFUL	621	19.4	529	16.9
D NOT DISCUSSED	696	21.8	922	29.4
E NO RESPONSE	196	6.1	123	3.9
154 COUNSELING VALUE RE COST OF COLL				
A VERY HELPFUL	467	14.6	385	12.3
B HELPFUL	1043	32.6	1040	33.2
C NOT HELPFUL	652	20.4	556	17.7
D NOT DISCUSSED	828	25.9	1020	32.5
E NO RESPONSE	207	6.5	134	4.3
155 MOST HELPFUL ADVISOR RE FUTURE JOB				
A PARENTS	697	21.8	744	23.7
B BROTHER OR SISTER	138	4.3	100	3.2
C HIGH SCHOOL TEACHER	231	7.2	248	7.9
D HIGH SCHOOL COUNSELOR	164	5.1	124	4.0
E SOMEONE WITH THAT KIND OF JOB	298	9.3	299	9.5
F FRIENDS	160	5.0	135	4.3
G OTHER	177	5.5	175	5.6
H NO ONE	695	21.7	811	25.9
I DO NOT KNOW	186	5.8	179	5.7
J HAVEN'T DECIDED YET	252	7.9	193	6.2
K NO RESPONSE	201	6.3	128	4.1

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
156	MOST HELPFUL ADVISOR RE COLL PLANS				
A	PARENTS	719	22.5	865	27.6
B	BROTHER OR SISTER	142	4.4	115	3.7
C	HIGH SCHOOL TEACHER	223	7.0	183	5.8
D	HIGH SCHOOL COUNSELOR	370	11.6	267	8.5
E	STUDENTS/FACULTY AT COLLEGE	95	3.0	77	2.5
F	FRIENDS	190	5.9	168	5.4
G	OTHER	183	5.7	155	4.9
H	NO ONE	774	24.2	893	28.5
I	DO NOT KNOW	139	4.3	138	4.4
J	HAVEN'T DECIDED YET	155	4.8	139	4.4
K	NO RESPONSE	209	6.5	136	4.3
157	SATISFACTION WITH HS COURSES				
A	WOULD CHANGE COMPLETELY	346	10.8	297	9.5
B	WOULD CHANGE SOME	942	29.4	921	29.4
C	WOULD CHANGE LITTLE	1707	53.4	1786	57.0
D	NO RESPONSE	204	6.4	132	4.2
158	STATUS OF PLANNING FOR FUTURE				
A	NEED HELP IN PLANNING	362	11.3	199	6.3
B	COULD USE A LITTLE HELP	1545	48.3	1530	48.8
C	HAVE PLANS, DO NOT NEED HELP	727	22.7	1007	32.1
D	NO PLANS, BUT NO HELP NEEDED	342	10.7	258	8.2
E	NO RESPONSE	223	7.0	141	4.5
159	PLANS CONCERNING MILITARY SERVICE				
A	NEVER EXPECT TO SERVE--GIRL	39	1.2	2704	86.2
B	ENLIST AFTER HS, ACTIVE DUTY	295	9.2	29	0.9
C	COMMISSION VIA ROTC, ETC	489	15.3	8	0.3
D	ENLIST AFTER SOME COLLEGE	533	16.7	41	1.3
E	ENLIST IN RESERVES/NAT GUARD	230	7.2	5	0.2
F	WAIT UNTIL DRAFTED	291	9.1	5	0.2
G	WON'T SERVE--PHYSICALLY UNFIT	158	4.9	6	0.2
H	WON'T SERVE FOR OTHER REASONS	120	3.8	23	0.7
I	HAVE NO IDEA	825	25.8	170	5.4
J	NO RESPONSE	219	6.8	145	4.6

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
160	MOST IMPORTANT REASON MEN GO TO COLL				
A	LEARN HOW TO ENJOY LIFE	66	2.1	20	0.6
B	DEVELOP THE MIND	648	20.3	515	16.4
C	SECURE TRAINING	916	28.6	1219	38.9
D	MEET RIGHT PERSON TO MARRY	45	1.4	19	0.6
E	EARN A HIGHER INCOME	1027	32.1	1036	32.0
F	MORAL/RELIGIOUS EDUCATION	21	0.7	3	0.1
G	BECOME CULTURED PERSON	64	2.0	30	1.0
H	DEVELOP LIFE PHILOSOPHY	52	1.6	24	0.8
I	NONE OF THESE	143	4.5	130	4.1
J	NO RESPONSE	217	6.8	140	4.5
161	MOST IMP REASON WOMEN ATTEND COLLEGE				
A	LEARN HOW TO ENJOY LIFE	106	3.3	36	1.1
B	DEVELOP THE MIND	593	18.5	727	23.2
C	SECURE TRAINING	477	14.9	844	26.9
D	MEET RIGHT PERSON TO MARRY	939	29.4	627	20.0
E	EARN A HIGHER INCOME	180	5.6	235	7.5
F	MORAL/RELIGIOUS EDUCATION	38	1.2	8	0.3
G	BECOME CULTURED PERSON	347	10.8	289	9.2
H	DEVELOP LIFE PHILOSOPHY	92	2.9	80	2.6
I	NONE OF THESE	195	6.1	146	4.7
J	NO RESPONSE	232	7.3	144	4.6
162	HAVE CONSIDERED LOAN FOR COLL EDUC				
A	PLAN TO TAKE OUT LOAN	503	15.7	466	14.9
B	HAVEN'T CONSIDERED IT, MIGHT	682	21.3	514	16.4
C	WOULD NOT CONSIDER LOAN	740	23.1	738	23.5
D	PARENTS WILL PAY FOR COLLEGE	508	15.9	747	23.8
E	PLAN TO PAY SOME OTHER WAY	522	16.3	503	16.0
F	NO RESPONSE	244	7.6	168	5.4
163	LOCATION OF HYPOTHETICAL COLLEGE				
A	WOULD PREFER AWAY FROM HOME	1764	55.1	2000	63.8
B	WOULD LIKE TO LIVE AT HOME	657	20.5	540	17.2
C	HAVEN'T THOUGHT ABOUT IT	543	17.0	444	14.2
D	NO RESPONSE	235	7.3	152	4.8

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
164	HYPOTHETICAL COLLEGE CHOICE				
	A LARGE, PUBLIC COLLEGE	713	22.3	740	23.6
	B SMALL, PUBLIC COLLEGE	609	19.0	629	20.1
	C LARGE, PRIVATE COLLEGE	508	15.9	395	12.6
	D SMALL, PRIVATE COLLEGE	551	17.2	651	20.8
	E HAVEN'T THOUGHT ABOUT IT	567	17.7	570	18.2
	F NO RESPONSE	251	7.8	151	4.8
165	INFORMATION ABOUT DUKE UNIVERSITY				
	A NEVER HEARD OF IT	401	12.5	1270	40.5
	B KNOW THE NAME	1665	52.0	1196	38.1
	C KNOW ABOUT IT	898	28.1	526	16.8
	D NO RESPONSE	235	7.3	144	4.6
166	INFORMATION ABOUT PRINCETON				
	A NEVER HEARD OF IT	139	4.3	70	2.2
	B KNOW THE NAME	1418	44.3	1355	43.2
	C KNOW ABOUT IT	1407	44.0	1567	50.0
	D NO RESPONSE	235	7.3	144	4.6
167	INFORMATION ABOUT LOCAL JR COLLEGE				
	A NEVER HEARD OF IT	515	16.1	325	10.4
	B KNOW THE NAME	845	26.4	760	24.2
	C KNOW ABOUT IT	1600	50.0	1904	60.7
	D NO RESPONSE	239	7.5	147	4.7
168	INFORMATION ABOUT UC BERKELEY				
	A NEVER HEARD OF IT	447	14.0	461	14.7
	B KNOW THE NAME	1397	43.7	1522	48.5
	C KNOW ABOUT IT	1117	34.9	1003	32.0
	D NO RESPONSE	238	7.4	150	4.8
169	INFORMATION ABOUT ANTIOCH COLLEGE				
	A NEVER HEARD OF IT	1806	56.5	1848	58.9
	B KNOW THE NAME	775	24.2	797	25.4
	C KNOW ABOUT IT	378	11.8	337	10.7
	D NO RESPONSE	240	7.5	154	4.9
170	INFORMATION ABOUT MIT				
	A NEVER HEARD OF IT	209	6.5	161	5.1
	B KNOW THE NAME	823	25.7	852	27.2
	C KNOW ABOUT IT	1929	60.3	1971	62.9
	D NO RESPONSE	238	7.4	152	4.8

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
171 INFORMATION ABOUT HOWARD UNIVERSITY				
A NEVER HEARD OF IT	2068	64.6	2214	70.6
B KNOW THE NAME	554	17.3	521	16.6
C KNOW ABOUT IT	342	10.7	254	8.1
D NO RESPONSE	235	7.3	147	4.7
172 INFORMATION ABOUT UNIV OF NOTRE DAME				
A NEVER HEARD OF IT	202	6.3	133	4.2
B KNOW THE NAME	1394	43.6	1620	51.7
C KNOW ABOUT IT	1361	42.5	1231	39.3
D NO RESPONSE	242	7.6	152	4.8
173 OPINION OF DUKE UNIVERSITY				
A ONLY BEST STUDENTS GET IN	1356	42.4	893	28.5
B AVERAGE STUDENTS GET IN	639	20.0	332	10.6
C POOR HS STUDENTS GET IN	58	1.8	18	0.6
D DO NOT KNOW	893	27.9	1731	55.2
E NO RESPONSE	252	7.9	162	5.2
174 OPINION OF PRINCETON				
A ONLY BEST STUDENTS GET IN	2293	71.7	2358	75.2
B AVERAGE STUDENTS GET IN	244	7.6	208	6.6
C POOR HS STUDENTS GET IN	70	2.2	28	0.9
D DO NOT KNOW	339	10.6	380	12.1
E NO RESPONSE	252	7.9	161	5.1
175 OPINION OF LOCAL JR COLLEGE				
A ONLY BEST STUDENTS GET IN	100	3.1	73	2.3
B AVERAGE STUDENTS GET IN	1034	32.3	1560	49.7
C POOR HS STUDENTS GET IN	1368	42.8	928	29.6
D DO NOT KNOW	445	13.9	415	13.2
E NO RESPONSE	250	7.8	160	5.1
176 OPINION OF UC BERKELEY				
A ONLY BEST STUDENTS GET IN	718	22.5	574	18.3
B AVERAGE STUDENTS GET IN	1023	32.0	943	30.1
C POOR HS STUDENTS GET IN	167	5.2	83	2.6
D DO NOT KNOW	1033	32.3	1370	43.7
E NO RESPONSE	257	8.0	166	5.3

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
177 OPINION OF ANTIOCH COLLEGE					
A	ONLY BEST STUDENTS GET IN	314	9.8	343	10.9
B	AVERAGE STUDENTS GET IN	336	10.5	242	7.7
C	POOR HS STUDENTS GET IN	78	2.4	20	0.6
D	DO NOT KNOW	2215	69.3	2360	75.3
E	NO RESPONSE	255	8.0	171	5.5
178 OPINION OF MIT					
A	ONLY BEST STUDENTS GET IN	2410	75.3	2260	72.1
B	AVERAGE STUDENTS GET IN	242	7.6	343	10.9
C	POOR HS STUDENTS GET IN	68	2.1	32	1.0
D	DO NOT KNOW	224	7.0	334	10.7
E	NO RESPONSE	255	8.0	167	5.3
179 OPINION OF HOWARD UNIVERSITY					
A	ONLY BEST STUDENTS GET IN	202	6.3	170	5.4
B	AVERAGE STUDENTS GET IN	321	10.0	223	7.1
C	POOR HS STUDENTS GET IN	83	2.6	34	1.1
D	DO NOT KNOW	2338	73.1	2544	81.1
E	NO RESPONSE	255	8.0	165	5.3
180 OPINION OF UNIV OF NOTRE DAME					
A	ONLY BEST STUDENTS GET IN	1653	51.7	1678	53.5
B	AVERAGE STUDENTS GET IN	771	24.1	536	17.1
C	POOR HS STUDENTS GET IN	86	2.7	61	1.9
D	DO NOT KNOW	432	13.5	695	22.2
E	NO RESPONSE	255	8.0	166	5.3
181 CONSIDERED JOINING THE PEACE CORPS					
A	YES, QUITE INTERESTED	205	6.4	428	13.7
B	YES, BUT UNDECIDED	657	20.6	988	31.5
C	NO	1719	53.8	1197	38.2
D	DON'T KNOW MUCH ABOUT IT	361	11.3	352	11.2
E	NO RESPONSE	254	7.9	170	5.4
182 PARENTS SAVE MONEY FOR COLL EDUC					
A	YES	1540	48.2	1489	47.5
B	NO	774	24.2	782	24.9
C	DO NOT KNOW	471	14.7	415	13.2
D	DO NOT PLAN TO ATTEND COLL	141	4.4	263	8.4
E	NO RESPONSE	270	8.4	187	6.0

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
183 ESTIMATED TOTAL FAMILY INCOME					
A	LESS THAN \$2,000 PER YEAR	50	1.6	28	0.9
B	\$2,000 TO 3,499	89	2.8	66	2.1
C	\$3,500 TO 4,999	129	4.0	111	3.5
D	\$5,000 TO 7,499	633	19.8	491	15.7
E	\$7,500 TO 9,999	534	16.7	312	9.9
F	\$10,000 TO 14,999	450	14.1	259	8.3
G	\$15,000 TO 19,999	137	4.3	81	2.6
H	\$20,000 AND OVER	125	3.9	94	3.0
I	CONSIDERED CONFIDENTIAL	388	12.1	518	16.5
J	DO NOT KNOW	401	12.5	999	31.9
K	NO RESPONSE	263	8.2	177	5.6
184 HAVE A CAR					
A	YES, USE FAMILY CAR	1243	38.9	1394	44.5
B	YES, BOUGHT OWN	539	16.8	87	2.8
C	YES, PARENTS BOUGHT IT	198	6.2	139	4.4
D	YES, SHARE ONE WITH SIBLINGS	123	3.8	77	2.5
E	NO, BUT WILL WHEN OLD ENOUGH	29	0.9	38	1.2
F	NO, DO NOT NEED ONE	170	5.3	224	7.1
G	NO, DON'T HAVE TIME FOR ONE	21	0.7	8	0.3
H	NO, NOT PERMITTED TO HAVE ONE	78	2.4	57	1.8
I	NO, CAN'T AFFORD ONE	298	9.3	358	11.4
J	NO, FOR SOME OTHER REASON	241	7.5	580	18.5
K	NO RESPONSE	259	8.1	174	5.5
185 PEER VALUES RE SCHOOL ACHIEVMENT					
A	AMONG MOST IMPORTANT	410	12.8	374	11.9
B	VERY IMPORTANT	1287	40.3	1514	48.3
C	FAIRLY IMPORTANT	977	30.6	935	29.8
D	NOT IMPORTANT	262	8.2	144	4.6
E	NO RESPONSE	260	8.1	168	5.4
186 PEER VALUES RE SPORTS PARTICIPATION					
A	AMONG MOST IMPORTANT	157	4.9	83	2.6
B	VERY IMPORTANT	904	28.3	507	16.2
C	FAIRLY IMPORTANT	1308	40.9	1381	44.1
D	NOT IMPORTANT	567	17.7	993	31.7
E	NO RESPONSE	261	8.2	171	5.5

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
187	PEER VALUES RE MOTORCYCLES/CARS				
A	AMONG MOST IMPORTANT	166	5.2	46	1.5
B	VERY IMPORTANT	505	15.8	161	5.1
C	FAIRLY IMPORTANT	1041	32.6	502	16.0
D	NOT IMPORTANT	1222	38.2	2254	71.9
E	NO RESPONSE	264	8.3	173	5.5
188	PEER VALUES RE HAVING CLOTHES				
A	AMONG MOST IMPORTANT	210	6.6	257	8.2
B	VERY IMPORTANT	1091	34.1	1212	38.6
C	FAIRLY IMPORTANT	1277	39.9	1219	38.9
D	NOT IMPORTANT	352	11.0	276	8.8
E	NO RESPONSE	269	8.4	172	5.5
189	PEER VALUES RE MOVIES, TV				
A	AMONG MOST IMPORTANT	81	2.5	49	1.6
B	VERY IMPORTANT	273	8.5	211	6.7
C	FAIRLY IMPORTANT	1200	37.5	1389	44.3
D	NOT IMPORTANT	1374	43.0	1312	41.8
E	NO RESPONSE	271	8.5	175	5.6
190	PEER VALUES RE GOOD REPUTATION				
A	AMONG MOST IMPORTANT	871	27.2	1610	51.3
B	VERY IMPORTANT	1354	42.3	1073	34.2
C	FAIRLY IMPORTANT	544	17.0	230	7.3
D	NOT IMPORTANT	159	5.0	52	1.7
E	NO RESPONSE	270	8.4	171	5.5
191	PEER VALUES RE SERIOUS DISCUSSIONS				
A	AMONG MOST IMPORTANT	291	9.1	412	13.1
B	VERY IMPORTANT	1070	33.4	1425	45.4
C	FAIRLY IMPORTANT	1149	35.9	967	30.8
D	NOT IMPORTANT	423	13.2	159	5.1
E	NO RESPONSE	266	8.3	173	5.5

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

			BOYS					GIRLS						
			LIKE		NOT SURE	DISLIKE		LIKE		NOT SURE	DISLIKE			
			MUCH	SOME		SOME	MUCH	MUCH	SOME		SOME	MUCH	OMIT	
1	BOOKKEEPER	N PC	167 5.2	546 17.1	602 18.8	807 25.2	1046 32.7	31 1.0	337 10.7	775 24.7	478 15.2	683 21.8	831 26.5	32 1.0
2	BANK TELLER	N PC	164 5.1	890 27.8	680 21.3	797 24.9	635 19.8	33 1.0	308 9.8	1106 35.3	583 18.6	655 20.9	447 14.3	37 1.2
3	SURGEON	N PC	426 13.3	698 21.8	629 19.7	522 16.3	886 27.7	38 1.2	466 14.9	574 18.3	412 13.1	466 14.9	1180 37.6	38 1.2
4	CHEMIST	N PC	483 15.1	867 27.1	543 17.0	513 16.0	751 23.5	42 1.3	304 9.7	566 18.0	388 12.4	509 16.2	1331 42.4	38 1.2
5	CIVIL ENGINEER	N PC	586 18.3	969 30.3	977 30.5	325 10.2	303 9.5	39 1.2	48 1.5	147 4.7	1108 35.3	358 11.4	1434 45.7	41 1.3
6	DENTIST	N PC	331 10.3	642 20.1	574 17.9	771 24.1	834 26.1	47 1.5	155 4.9	491 15.7	310 9.9	773 24.6	1371 43.7	36 1.1
7	TOOLMAKER	N PC	242 7.6	578 18.1	707 22.1	693 21.7	941 29.4	38 1.2	13 0.4	69 2.2	437 13.9	339 10.8	2241 71.5	37 1.2
8	AUTOMOBILE MECHANIC	N PC	573 17.9	933 29.2	433 13.5	540 16.9	679 21.2	41 1.3	102 3.3	269 8.6	296 9.4	380 12.1	2051 65.4	38 1.2
9	BUTCHER	N PC	69 2.2	305 9.5	415 13.0	827 25.9	1543 48.2	40 1.3	28 0.9	84 2.7	145 4.6	375 12.0	2447 78.0	57 1.8
10	TAILOR OR DRESSMAKER	N PC	29 0.9	150 4.7	315 9.8	621 19.4	2047 64.0	37 1.2	493 15.7	1203 38.4	320 10.2	577 18.4	495 15.8	48 1.5
11	DIETITIAN	N PC	48 1.5	173 5.4	632 19.8	618 19.3	1690 52.8	38 1.2	383 12.2	1129 36.0	650 20.7	430 13.7	504 16.1	40 1.3

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

			BOYS						GIRLS					
			LIKE		NOT SURE	DISLIKE		OMIT	LIKE		NOT SURE	DISLIKE		OMIT
			MUCH	SOME		SOME	MUCH		MUCH	SOME		MUCH	SOME	
12	CAB DRIVER	N PC	131 4.1	618 19.3	371 11.6	812 25.4	1229 38.4	38 1.2	90 2.9	330 10.5	234 7.5	594 18.9	1850 59.0	38 1.2
13	LONGSHOREMAN	N PC	132 4.1	450 14.1	900 28.1	574 17.9	1097 34.3	46 1.4	42 1.3	116 3.7	947 30.2	229 7.3	1765 56.3	37 1.2
14	FOREMAN	N PC	517 16.2	1385 43.3	593 18.5	367 11.5	299 9.3	38 1.2	111 3.5	486 15.5	582 18.6	585 18.7	1330 42.4	42 1.3
15	ARMY OFFICER	N PC	640 20.0	1149 35.9	458 14.3	419 13.1	493 15.4	40 1.3	221 7.0	554 17.7	423 13.5	425 13.6	1470 46.9	43 1.4
16	COLLEGE PRESIDENT	N PC	778 24.3	851 26.6	625 19.5	433 13.5	467 14.6	45 1.4	652 20.8	859 27.4	431 13.7	456 14.5	695 22.2	43 1.4
17	INSURANCE AGENT	N PC	271 8.5	948 29.6	774 24.2	651 20.4	524 16.4	31 1.0	92 2.9	570 18.2	650 20.7	757 24.1	1032 32.9	35 1.1
18	STOCK SALESMAN	N PC	259 8.1	753 23.5	826 25.8	682 21.3	638 19.9	41 1.3	104 3.3	406 12.9	622 19.8	709 22.6	1256 40.1	39 1.2
19	FOREIGN CORRESPONDENT	N PC	775 24.2	885 27.7	604 18.9	390 12.4	505 15.8	34 1.1	1210 38.6	982 31.3	397 12.7	193 6.2	314 10.0	40 1.3
20	EDITOR	N PC	340 10.6	780 24.4	727 22.7	707 22.1	607 19.0	38 1.2	535 17.1	914 29.1	527 16.8	601 19.2	520 16.6	39 1.2
21	MUSICIAN	N PC	517 16.2	685 21.4	377 11.8	536 16.8	1046 32.7	38 1.2	687 21.9	819 26.1	337 10.7	499 15.9	756 24.1	38 1.2
22	AVIATOR	N PC	1075 33.6	1058 33.1	478 14.9	278 8.7	275 8.6	35 1.1	449 14.3	678 21.6	578 18.4	405 12.9	989 31.5	37 1.2

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS						
		LIKE		NOT SURE	DISLIKE		OMIT	LIKE		NOT SURE	DISLIKE		OMIT	
		MUCH	SOME		SOME	MUCH		MUCH	SOME		SOME	MUCH		
23	RANCHER	N PC	514 16.1	1027 32.1	595 18.6	496 15.5	531 16.6	36 1.1	504 19.3	945 30.1	410 13.1	471 15.0	659 21.0	47 1.5
24	AIR LINE HOSTESS OR STEWARD	N PC	103 3.2	341 10.7	494 15.4	544 17.0	1681 52.5	36 1.1	1364 43.5	1088 34.7	186 5.9	240 7.7	220 7.0	38 1.2
25	SOCIAL WORKER	N PC	422 13.2	740 23.1	632 19.8	577 18.0	789 24.7	39 1.2	1469 46.8	974 31.1	255 8.1	217 6.9	172 5.5	49 1.6
26	STATISTICIAN	N PC	199 6.2	416 13.0	1089 34.0	534 16.7	925 28.9	36 1.1	115 3.7	321 10.2	1428 45.5	362 11.5	874 27.9	36 1.1
27	ASTRONOMER	N PC	422 13.2	803 25.1	668 20.9	591 18.5	684 21.4	31 1.0	292 9.3	496 15.8	568 18.1	576 18.4	1179 37.3	34 1.1
28	RESEARCH SCIENTIST	N PC	799 25.0	826 25.8	525 16.4	441 13.8	573 17.9	35 1.1	616 19.6	696 22.2	368 11.7	457 14.6	957 30.5	42 1.3
29	OFFICE CLERK	N PC	102 3.2	567 17.7	536 16.8	949 29.7	1011 31.6	34 1.1	573 18.3	981 31.3	250 8.0	638 20.3	658 21.0	36 1.1
30	STORE CLERK	N PC	115 3.6	627 19.6	467 14.6	948 29.6	1005 31.4	37 1.2	307 9.8	1045 33.3	281 9.0	748 23.9	719 22.9	36 1.1
31	PLUMBER	N PC	148 4.6	549 17.2	590 18.4	892 27.9	988 30.9	32 1.0	18 0.6	75 2.4	314 10.0	453 14.4	2242 71.5	34 1.1
32	ELECTRICIAN	N PC	440 13.8	124 32.3	566 17.7	603 18.8	522 16.3	34 1.1	22 0.7	144 4.6	373 11.9	546 17.4	2014 64.2	37 1.2
33	FIREMAN	N PC	148 4.6	603 18.8	527 16.5	929 29.0	961 30.0	31 1.0	39 1.2	159 5.1	242 7.7	542 17.3	2115 67.4	39 1.2

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

			BOYS						GIRLS					
			LIKE			DISLIKE			LIKE			DISLIKE		
			MUCH	SOME	NOT SURE	SOME	MUCH	OMIT	MUCH	SOME	NOT SURE	SOME	MUCH	OMIT
34	DISHWASHER	N PC	26 0.8	63 2.0	91 2.8	374 11.7	2617 81.8	28 0.9	19 0.6	157 5.0	75 2.4	428 13.6	2421 77.2	36 1.1
35	MAID	N PC	32 1.0	42 1.3	110 3.4	146 4.6	2824 88.3	45 1.4	52 1.7	377 12.0	168 5.4	715 22.8	1786 57.0	38 1.2
36	NAVAL OFFICER	N P'	830 25.9	1151 36.0	390 12.2	362 11.3	428 13.4	38 1.2	312 9.9	563 18.0	492 15.7	391 12.5	1339 42.7	39 1.2
37	PERSONNEL ADMINISTRATOR	N PC	364 11.4	861 26.9	1094 34.2	399 12.5	448 14.0	33 1.0	417 13.3	998 31.8	3 26.4	360 11.5	492 15.7	40 1.3
38	CREDIT MANAGER	N PC	205 6.4	582 18.2	1047 32.7	661 20.7	671 21.0	33 1.0	201 6.4	615 19.6	884 28.2	584 18.6	817 26.1	35 1.1
39	LAWYER	N PC	758 23.7	1080 33.8	486 15.2	455 14.2	384 12.0	36 1.1	616 19.6	899 28.7	414 13.2	503 16.0	669 21.3	35 1.1
40	REPORTER	N PC	430 13.4	989 30.9	580 18.1	630 19.7	535 16.7	35 1.1	631 20.1	1048 33.4	328 10.5	513 16.4	579 18.5	37 1.2
41	SCULPTOR	N PC	267 8.3	412 12.9	612 19.1	694 21.7	1178 36.8	36 1.1	637 20.3	644 20.5	441 14.1	416 13.3	960 30.6	38 1.2
42	FORESTER	N PC	618 19.3	965 30.2	533 16.7	500 15.6	545 17.0	38 1.2	251 8.0	499 15.9	583 18.6	510 16.3	1251 39.9	42 1.3
43	ELEMENTARY SCHOOL TEACHER	N PC	256 8.0	607 19.0	377 11.8	679 21.2	1248 39.0	32 1.0	1095 34.9	1030 32.8	213 6.8	324 10.3	438 14.0	36 1.1
44	NURSE	N PC	44 1.4	148 4.6	300 9.4	431 13.5	2236 69.9	40 1.3	759 24.2	807 25.7	215 6.9	589 18.8	726 23.2	40 1.3

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

		BOYS					GIRLS							
		LIKE		NOT SURE	DISLIKE		LIKE		NOT SURE	DISLIKE				
		MUCH	SOME		SOME	MUCH	MUCH	SOME		SOME	MUCH			
						OMIT					OMIT			
45	CHEMICAL ENGINEER	N PC	535 16.7	760 23.8	700 21.9	427 13.3	739 23.1	38 1.2	124 4.0	258 8.2	739 23.6	457 14.6	1522 48.5	36 1.1
46	DOCTOR	N PC	681 21.3	801 25.0	452 14.1	505 15.8	726 22.7	34 1.1	753 24.0	657 21.0	242 7.7	460 14.7	986 31.4	38 1.2
47	PHARMACIST	N PC	358 11.2	894 27.9	715 22.4	570 17.8	627 19.6	35 1.1	283 9.0	754 24.0	600 19.1	599 19.1	863 27.5	37 1.2
48	AERONAUTICAL ENGINEER	N PC	789 24.7	871 27.2	752 23.5	293 9.2	459 14.3	35 1.1	175 3.3	194 6.2	948 30.2	359 11.4	1490 47.5	40 1.3
49	SECRETARY	N PC	45 1.4	173 5.4	420 13.1	777 24.3	1746 54.6	38 1.2	962 30.7	903 28.8	225 7.2	477 15.2	535 17.1	34 1.1
50	TECHNICIAN	N PC	408 12.8	958 29.9	815 25.5	440 13.8	543 17.0	35 1.1	256 8.2	541 17.3	847 27.0	483 15.4	975 31.1	34 1.1
51	ELECTRONICS TECHNICIAN	N PC	592 18.5	866 27.1	734 22.9	428 13.4	546 17.1	33 1.0	46 1.5	169 5.4	836 26.7	498 15.9	1553 49.5	34 1.1
52	BRICKLAYER	N PC	213 6.7	579 18.1	459 14.3	778 24.3	1126 35.2	44 1.4	32 1.0	95 3.0	185 5.9	402 12.8	2384 76.0	38 1.2
53	RIVETER	N PC	96 3.0	369 11.5	521 16.3	817 25.5	1349 42.2	47 1.5	11 0.4	20 0.6	555 17.7	243 7.7	2268 72.3	39 1.2
54	HOUSE PAINTER	N PC	112 3.5	391 12.2	346 10.8	933 29.2	1373 42.9	44 1.4	47 1.5	238 7.6	180 5.7	619 19.7	2015 64.3	37 1.2
55	MAIL CARRIER	N PC	93 2.9	408 12.8	389 12.2	891 27.9	1387 43.4	31 1.0	59 1.9	258 8.2	206 6.6	693 22.1	1885 60.1	35 1.1

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

			BOYS						GIRLS					
			LIKE			DISLIKE			LIKE			DISLIKE		
			MUCH	SOME	SURE	SOME	MUCH	OMIT	MUCH	SOME	SURE	SOME	MUCH	OMIT
56 BUILDING SUPERINTENDENT	N PC		245 7.7	712 22.3	750 23.4	673 21.0	778 24.3	41 1.3	54 1.7	238 7.6	477 15.2	696 22.2	1630 52.0	41 1.3
57 PRESIDENT OF A LARGE COMPANY	N PC		1231 38.5	933 29.2	396 12.4	274 8.6	327 10.2	38 1.2	610 19.5	784 25.0	410 13.1	468 14.9	824 26.3	40 1.3
58 AUTHOR OF A NOVEL	N PC		875 27.4	796 24.9	519 16.2	391 12.2	581 18.2	37 1.2	1231 39.3	843 26.9	282 9.0	286 9.1	456 14.5	38 1.2
59 LIBRARIAN	N PC		61 1.9	225 7.0	389 12.2	851 26.6	1640 51.3	33 1.0	275 8.8	993 31.7	383 12.2	669 21.3	776 24.7	40 1.3
60 ECONOMIST	N PC		243 7.6	527 16.5	847 26.5	629 19.7	914 28.6	39 1.2	197 6.3	597 19.0	956 30.5	539 17.2	803 25.6	44 1.4
61 ACTOR OR ACTRESS	N PC		603 18.8	797 24.9	475 14.8	449 14.0	840 26.3	35 1.1	945 30.1	852 27.2	301 9.6	467 14.9	536 17.1	35 1.1
62 PROFESSIONAL ATHLETE	N PC		1460 45.6	815 25.5	315 9.8	269 8.4	306 9.6	34 1.1	624 19.9	714 22.8	308 9.8	460 14.7	994 31.7	36 1.1
63 POLICEMAN	N PC		270 8.4	828 25.9	528 16.5	748 23.4	790 24.7	35 1.1	88 2.8	339 10.8	298 9.5	672 21.4	1702 54.3	37 1.2
64 CLERGYMAN	N PC		162 5.1	406 12.7	569 17.8	690 21.6	1336 41.8	36 1.1	166 5.3	386 12.3	359 11.4	555 17.7	1631 52.0	39 1.2
65 CERTIFIED PUBLIC ACCOUNTANT	N PC		463 14.5	576 18.0	642 20.1	599 18.7	884 27.6	35 1.1	318 10.1	544 17.3	595 19.0	466 14.9	1174 37.4	39 1.2
66 SPACEMAN	N PC		927 29.0	931 29.1	511 16.0	314 9.8	482 15.1	34 1.1	457 14.6	545 17.4	330 10.5	412 13.1	1354 43.2	38 1.2

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

BOYS										GIRLS				
			LIKE		NOT SURE	DISLIKE		OMIT	LIKE		NOT SURE	DISLIKE		OMIT
			MUCH	SOME		SOME	MUCH		MUCH	SOME		SOME	MUCH	
67	BIOLOGIST	N PC	545 17.0	808 25.3	579 18.1	517 16.2	715 22.4	35 1.1	588 18.8	703 22.4	315 10.0	448 14.3	1045 33.3	37 1.2
68	ELECTRICAL ENGINEER	N PC	731 22.9	881 27.5	616 19.3	388 12.1	552 17.3	31 1.0	59 1.9	148 4.7	623 19.9	465 14.8	1801 57.4	40 1.3
69	MINING ENGINEER	N PC	314 9.8	747 23.4	788 24.6	573 17.9	741 23.2	36 1.1	29 0.9	88 2.8	512 16.3	418 13.3	2049 65.3	40 1.3
70	TYPIST	N PC	69 2.2	200 6.3	334 10.4	867 27.1	1694 53.0	35 1.1	872 27.8	860 27.4	208 6.6	503 16.0	653 20.8	40 1.3
71	LABORATORY TECHNICIAN	N PC	378 11.8	790 24.7	690 21.6	526 16.4	781 24.4	34 1.1	535 17.1	895 28.5	509 16.2	395 12.6	766 24.4	36 1.1
72	REPAIRMAN	N PC	222 6.9	661 20.7	562 17.6	812 25.4	905 28.3	37 1.2	39 1.2	155 4.9	243 7.7	626 20.0	2035 64.9	38 1.2
73	BEAUTICIAN	N PC	4 1.4	118 3.7	320 10.0	510 15.9	2172 67.9	35 1.1	707 22.5	1033 32.9	284 9.1	446 14.2	629 20.1	37 1.2
74	RAILROAD BRAKEMAN	N PC	57 1.8	210 6.6	422 13.2	687 21.5	1787 55.9	36 1.1	19 0.6	54 1.7	308 9.8	352 11.2	2367 75.5	36 1.1
75	SHOEMAKER	N PC	29 0.9	112 3.5	294 9.2	712 22.3	2017 63.1	35 1.1	26 0.8	126 4.0	240 7.7	498 15.9	2212 70.5	34 1.1
76	FACTORY WORKER	N PC	42 1.3	261 8.2	257 8.0	749 23.4	1851 57.9	39 1.2	24 0.8	189 6.0	138 4.4	473 15.1	2276 72.6	36 1.1
77	DELIVERYMAN	N PC	121 3.8	475 14.8	335 10.5	874 27.3	1356 42.4	38 1.2	30 1.0	167 5.3	184 5.9	659 21.0	2059 65.7	37 1.2

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

BOYS										GIRLS				
			LIKE		NOT SURE	DISLIKE		OMIT	LIKE		NOT SURE	DISLIKE		OMIT
			MUCH	SOME		SOME	MUCH		MUCH	SOME		SOME	MUCH	
78	TRUCK DRIVER	N PC	380 11.9	838 26.2	405 12.7	661 20.7	880 27.5	35 1.1	60 1.9	177 5.6	170 5.4	456 14.5	2237 71.3	36 1.1
79	BUILDING CONTRACTOR	N PC	497 15.5	1132 35.4	666 20.8	406 12.7	463 14.5	35 1.1	46 1.5	287 9.2	502 16.0	503 16.0	1758 56.1	40 1.3
80	MARINE CORPS OFFICER	N PC	775 24.2	989 30.9	428 13.4	403 12.6	567 17.7	37 1.2	275 8.8	507 16.2	444 14.2	387 12.3	1480 47.2	43 1.4
81	REAL ESTATE AGENT	N PC	272 8.5	841 26.3	777 24.3	611 19.1	666 20.8	32 1.0	142 4.5	719 22.9	505 16.1	583 18.6	1152 36.7	35 1.1
82	INTERPRETER	N PC	328 10.3	595 18.6	649 20.3	605 18.9	990 30.9	32 1.0	931 29.7	939 29.9	399 12.7	288 9.2	544 17.3	35 1.1
83	WRITER	N PC	584 18.3	735 23.0	441 13.8	595 18.6	809 25.3	35 1.1	1015 32.4	868 27.7	298 9.5	359 11.4	560 17.9	36 1.1
84	MUSICAL COMPOSER	N PC	403 12.6	481 15.0	444 13.9	565 17.7	1267 39.6	35 1.2	660 21.0	588 18.8	399 12.7	471 15.0	976 31.1	42 1.3
85	ARCHITECT	N PC	781 24.4	1041 32.5	538 16.8	374 11.7	431 13.5	34 1.1	575 18.3	726 23.2	494 15.8	385 12.3	917 29.2	39 1.2
86	DECORATOR	N PC	250 7.8	606 18.9	707 22.1	676 21.1	920 28.8	40 1.3	1182 37.7	1215 38.7	283 9.0	198 6.3	216 6.9	42 1.3
87	SPORTS UMPIRE OR REFEREE	N PC	520 16.3	744 23.3	508 15.9	621 19.4	772 24.1	34 1.1	171 5.5	319 10.2	398 12.7	597 19.0	1614 51.5	37 1.2
88	GUIDANCE COUNSELOR	N PC	375 11.7	724 22.6	587 18.3	606 18.9	871 27.2	36 1.1	655 20.9	1027 32.7	392 12.5	420 13.4	605 19.3	37 1.2

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

			BOYS						GIRLS					
			LIKE		DISLIKE		OMIT		LIKE		DISLIKE		OMIT	
			MUCH	SOME	NOT SURE	SOME			MUCH	SOME	NOT SURE	SOME		
89	ACCOUNTANT OR AUDITOR	N PC	389 12.2	533 16.7	644 20.1	609 19.0	991 31.0	33 1.0	316 10.1	524 16.7	511 16.3	533 17.0	1215 38.7	37 1.2
90	MECHANICAL ENGINEER	N PC	686 21.4	871 27.2	632 19.8	422 13.2	549 17.2	39 1.2	64 2.0	129 4.1	535 17.1	445 14.2	1928 61.5	35 1.1
91	MATHEMATICIAN	N PC	563 17.6	734 22.9	395 12.3	517 16.2	954 29.8	36 1.1	360 11.5	483 15.4	194 6.2	461 14.7	1603 51.1	35 1.1
92	SWITCHBOARD OPERATOR	N FC	48 1.5	140 4.4	438 13.7	804 25.1	1730 54.1	39 1.2	371 11.8	901 28.7	412 13.1	598 19.1	819 26.1	35 1.1
93	MACHINIST	N PC	311 9.7	596 18.6	608 19.0	711 22.2	939 29.4	34 1.1	36 1.1	105 3.3	357 11.4	521 16.6	2081 66.4	36 1.1
94	WELDER	N PC	260 8.1	558 17.4	482 15.1	764 23.9	1100 34.4	35 1.1	14 0.4	49 1.6	234 7.5	376 12.0	2428 77.4	35 1.1
95	PAPER HANGER	N PC	40 1.3	156 4.9	340 10.6	724 22.6	1903 59.5	36 1.1	24 0.8	117 3.7	263 8.4	423 13.5	2274 72.5	35 1.1
96	CARPENTER	N PC	294 9.2	892 27.9	493 15.4	681 21.3	801 25.0	38 1.2	58 1.8	268 8.5	269 8.6	575 18.3	1930 61.5	6 1.1
97	TYPE SETTER	N PC	73 2.3	219 6.8	577 18.0	796 24.9	1498 46.8	36 1.1	64 2.0	190 6.1	709 22.6	443 14.1	1692 54.0	38 1.2
98	DRAFTSMAN	N PC	455 14.2	853 26.7	676 21.1	493 15.4	688 21.5	34 1.1	122 3.9	251 8.0	641 20.4	403 12.9	1677 53.5	42 1.3
99	HOUSEWIFE	N PC	48 1.5	33 1.0	188 5.9	91 2.8	2775 86.7	64 2.0	1875 59.8	799 25.5	127 4.0	120 3.8	167 5.3	48 1.5

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TABLE 6. OCCUPATIONAL PREFERENCE ITEM ANALYSIS

			BOYS						GIRLS					
			LIKE			DISLIKE			LIKE			DISLIKE		
			MUCH	SOME	NOT SURE	SOME	MUCH	OMIT	MUCH	SOME	NOT SURE	SOME	MUCH	OMIT
100	AIR FORCE OFFICER	N PC	1048 32.8	943 29.5	385 12.0	311 9.7	472 14.8	40 1.3	371 11.8	511 16.3	434 13.8	405 12.0	1376 43.9	39 1.2
101	OFFICE MANAGER	N PC	523 16.3	1002 31.3	658 20.6	451 14.1	528 16.5	37 1.2	412 13.1	874 27.9	445 14.2	517 16.5	847 27.0	41 1.3
102	BANKER	N PC	474 14.8	1005 31.4	629 19.7	500 15.6	553 17.3	38 1.2	308 9.8	931 29.7	469 15.0	535 17.1	853 27.2	40 1.3
103	SALESMAN	N PC	191 6.0	575 18.0	495 15.5	836 26.1	1066 33.3	36 1.1	117 3.7	402 12.8	307 9.8	763 24.5	1503 47.9	39 1.2
104	COLLEGE PROFESSOR	N PC	715 22.4	804 25.1	468 14.6	463 14.5	711 22.2	38 1.2	686 21.9	721 23.0	300 9.6	401 12.8	990 31.6	38 1.2
105	POET	N PC	347 10.8	414 12.9	426 13.3	581 18.2	1398 43.7	33 1.0	723 23.1	599 19.1	305 9.7	398 12.7	1073 34.2	38 1.2
106	ARTIST	N PC	472 14.8	607 19.0	416 13.0	559 17.5	1107 34.6	38 1.2	1144 36.5	685 21.8	258 8.2	304 9.7	709 22.6	36 1.1
107	DESIGNER	N PC	491 15.3	858 27.1	572 17.9	538 16.8	696 21.8	34 1.1	1343 42.8	1000 31.9	263 8.4	196 6.3	295 9.4	39 1.2
108	FARMER	N PC	201 6.3	524 16.4	451 14.1	680 21.3	1309 40.9	34 1.1	261 8.3	554 17.7	281 9.0	592 18.9	1412 45.0	36 1.1
109	HIGH SCHOOL TEACHER	N PC	670 20.9	729 22.8	376 11.8	487 15.2	905 28.3	32 1.0	797 25.4	852 27.2	190 6.1	464 14.8	796 25.4	37 1.2
110	RELIGIOUS WORKER	N PC	157 4.9	380 11.9	472 14.8	748 23.4	1408 44.0	34 1.1	366 11.7	709 22.6	421 13.4	588 18.8	1013 32.3	39 1.2

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

			BOYS					GIRLS						
			LIKE		NOT SURE	DISLIKE		LIKE		NOT SURE	DISLIKE			
			MUCH	SOME		SOME	MUCH	MUCH	SOME		SOME	MUCH	OMIT	
111	SCHOOL PRINCIPAL	N PC	500 15.6	650 20.3	426 13.3	536 16.8	1054 32.9	33 1.0	421 13.4	587 18.7	348 11.1	548 17.5	1194 36.1	38 1.2
112	PSYCHOLOGIST	N PC	578 18.1	783 24.5	717 22.4	387 12.1	698 21.8	36 1.1	1090 34.8	781 24.9	348 11.1	236 7.5	639 20.4	42 1.3
113	MEMBER OF PRESIDENT'S CABINET	N PC	775 24.2	775 24.2	556 17.4	404 12.6	657 20.5	32 1.0	475 15.1	550 17.5	434 13.8	487 15.5	1152 36.7	38 1.2
114	JUDGE	N PC	665 20.8	821 25.7	571 17.8	483 15.1	627 19.6	32 1.0	379 12.1	518 16.5	380 12.1	584 18.6	1235 39.4	40 1.3
115	U. S. SENATOR	N PC	768 24.0	756 23.6	529 16.5	475 14.8	639 20.0	32 1.0	408 13.0	483 15.4	389 12.4	564 18.0	1255 40.0	37 1.2
116	POLITICIAN	N PC	562 17.5	706 22.1	529 16.5	545 17.0	827 25.9	30 0.9	291 9.3	428 13.6	357 11.4	561 17.9	1462 46.6	37 1.2
117	U. S. CONGRESSMAN	N PC	692 21.6	769 24.0	520 16.3	483 15.1	704 22.0	31 1.0	359 11.4	470 15.0	361 11.5	569 18.1	1341 42.8	36 1.1
118	MAYOR	N PC	551 17.2	766 23.9	566 17.7	535 16.7	748 23.4	33 1.0	232 7.4	409 13.0	384 12.2	613 19.5	1462 46.6	36 1.1
119	PRESIDENT OF THE UNITED STATES	N PC	882 27.6	494 15.4	414 12.9	452 14.1	925 28.9	32 1.0	348 11.1	296 9.4	232 7.4	500 15.9	1722 54.9	38 1.2
120	VICE PRESIDENT OF THE UNITED STATES	N PC	732 22.9	569 17.8	432 13.5	477 14.9	956 29.9	33 1.0	287 9.2	354 11.3	253 8.1	516 16.5	1689 53.9	37 1.2
121	STATE GOVERNOR	N PC	746 23.3	638 19.9	487 15.2	488 15.3	808 25.3	32 1.0	272 8.7	406 12.9	319 10.2	553 17.6	1546 49.3	40 1.3

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

			BOYS						GIRLS					
			LIKE MUCH	SOME	NOT SURE	DISLIKE SOME	MUCH	OMIT	LIKE MUCH	SOME	NOT SURE	DISLIKE SOME	MUCH	OMIT
122	PUBLIC ADMINISTRATOR	N	395	640	860	489	771	44	205	464	696	486	1238	47
		PC	12.3	20.0	26.9	15.3	24.1	1.4	6.5	14.8	22.2	15.5	39.5	1.5

TABLE 7 ACTIVITIES PREFERENCE ITEM ANALYSIS

			BOYS						GIRLS					
			LIKE MUCH	SOME	NOT SURE	DISLIKE SOME	MUCH	OMIT	LIKE MUCH	SOME	NOT SURE	DISLIKE SOME	MUCH	OMIT
123	TAKE CARE OF MEMBERS OF FAMILY	N	332	901	583	901	447	35	1010	1285	218	444	141	38
		PC	10.4	28.2	18.2	23.2	14.0	1.1	32.2	41.0	7.0	14.2	4.5	1.2
124	MAKE OUT INCOME TAX RETURNS	N	134	387	486	839	1320	33	98	306	450	704	1541	37
		PC	4.2	12.1	15.2	26.2	41.3	1.0	3.1	9.8	14.3	22.4	49.1	1.2
125	BIOLOGY	N	513	853	458	565	778	32	680	816	259	475	866	40
		PC	16.0	26.7	14.3	17.7	24.3	1.0	21.7	26.0	8.3	15.1	27.6	1.3
126	PHYSICS	N	405	669	536	577	980	32	169	297	609	501	1522	38
		PC	12.7	20.9	16.8	18.0	30.6	1.0	5.4	9.5	19.4	16.0	48.5	1.2
127	STUDY MUSCLES AND NERVES	N	385	762	619	626	774	33	527	685	328	573	984	39
		PC	12.0	23.8	19.3	19.6	24.2	1.0	16.8	21.8	10.5	18.3	31.4	1.2
128	CALCULUS	N	385	519	713	489	1058	35	209	280	758	383	1462	44
		PC	12.0	16.2	22.3	15.3	33.1	1.1	6.7	8.9	24.2	12.2	46.6	1.4

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TABLE 7 ACTIVITIES PREFERENCE ITEM ANALYSIS

			BOYS					GIRLS						
			LIKE		NOT SURE	DISLIKE		OMIT	LIKE		NOT SURE	DISLIKE		
			MUCH	SOME		SOME	MUCH		MUCH	SOME		SOME	MUCH	OMIT
129	KEEP RECORDS FOR A STORE	N PC	172 5.4	604 18.9	518 16.2	874 27.3	995 31.1	36 1.1	264 8.4	731 23.3	324 10.3	770 24.6	1007 32.1	40 1.3
130	INVENT NEW TOOLS	N PC	484 15.1	907 28.4	648 20.3	565 17.7	561 17.5	34 1.1	112 3.6	300 9.6	460 14.7	645 20.6	1582 50.4	37 1.2
131	FIX FURNITURE	N PC	145 4.5	630 19.7	533 16.7	966 30.2	891 27.9	34 1.1	91 2.9	363 11.6	342 10.9	730 23.3	1572 50.1	38 1.2
132	WORK ON AN AUTOMOBILE ASSEMBLY LINE	N PC	263 8.2	482 15.1	379 11.8	733 22.9	1308 40.9	34 1.1	41 1.3	131 4.2	182 5.8	439 14.0	2301 73.4	42 1.3
133	WASH AND IRON CLOTHES	N PC	22 0.7	48 1.5	121 3.8	447 14.0	2530 79.1	31 1.0	188 6.0	801 25.5	265 8.5	713 22.7	1128 36.0	41 1.3
134	PLAN WORK FOR OTHER PEOPLE	N PC	323 10.1	900 28.1	611 19.1	657 20.5	676 21.1	32 1.0	310 9.9	904 28.8	520 16.6	691 22.0	672 21.4	39 1.2
135	OWN YOUR OWN BUSINESS	N PC	1481 46.3	969 30.3	344 10.8	182 5.7	193 6.0	30 0.9	936 29.8	917 29.2	419 13.4	415 13.2	411 13.1	38 1.2
136	READING	N PC	739 23.1	1141 35.7	360 11.3	488 15.3	439 13.7	32 1.0	1439 45.9	1001 31.9	118 3.8	257 8.2	283 9.0	38 1.2
137	SOCIOLOGY	N PC	377 11.8	656 20.5	1052 32.9	453 14.2	627 19.6	34 1.1	913 29.1	809 25.8	682 21.7	215 6.9	477 15.2	40 1.3
138	FISHING	N PC	992 31.0	1039 32.5	373 11.7	403 12.6	355 11.1	37 1.2	492 15.7	944 30.1	366 11.7	562 17.9	732 23.3	40 1.3
139	BASKETBALL	N PC	1377 43.0	964 30.1	293 9.2	294 9.2	239 7.5	32 1.0	886 28.3	1058 33.7	278 8.9	419 13.4	457 14.6	38 1.2

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TABLE 7 ACTIVITIES PREFERENCE ITEM ANALYSIS

			BOYS						GIRLS					
			LIKE			DISLIKE			LIKE			DISLIKE		
			MUCH	SOME	SURE	SOME	MUCH	OMIT	MUCH	SOME	SURE	SOME	MUCH	OMIT
140	TENNIS	N PC	795 24.9	1103 34.5	609 19.0	326 10.2	331 10.3	3.5 1.1	1131 36.1	1220 38.9	295 9.4	238 7.6	211 6.7	41 1.3
141	RAISE SHEEP OR CATTLE FOR MARKET	N PC	169 5.3	511 16.0	546 17.1	787 24.6	1147 35.9	3.9 1.2	164 5.2	292 9.3	352 11.2	601 19.2	1688 53.8	39 1.2
142	HELP YOUR PARENTS	N PC	817 25.5	1432 44.8	484 15.1	265 8.3	167 5.2	3.4 1.1	1308 41.7	1271 40.5	213 6.8	178 5.7	125 4.0	41 1.3
143	WORK ARITHMETIC PROBLEMS	N PC	496 15.5	789 24.7	412 12.9	590 18.4	875 27.4	3.7 1.2	482 15.4	600 19.1	179 5.7	552 17.6	1284 40.9	39 1.2
144	PREPARE COST ESTIMATES	N PC	258 8.1	640 20.0	790 24.7	670 20.9	809 25.3	3.2 1.0	148 4.7	390 12.4	546 17.4	625 19.9	1389 44.3	38 1.2
145	FORTUNE TELLING	N PC	122 3.8	199 6.2	444 13.9	500 15.6	1900 59.4	3.4 1.1	318 10.1	464 14.8	500 15.9	370 11.8	1443 46.0	41 1.3
146	TYPEWRITING	N PC	113 3.5	399 12.5	420 13.1	824 25.8	1404 43.9	3.9 1.2	925 29.5	982 31.3	241 7.7	469 15.0	482 15.4	37 1.2
147	MAKE A RADIO SET	N PC	543 17.0	925 28.9	608 19.0	481 15.0	609 19.0	3.3 1.0	140 4.5	313 10.0	596 19.0	590 18.8	1457 46.5	40 1.3
148	FIX A CLOCK	N PC	354 11.1	914 28.6	662 20.7	559 17.5	674 21.1	3.6 1.1	132 4.2	392 12.5	543 17.3	629 20.1	1399 44.6	41 1.3
149	OPERATE A POWER MACHINE	N PC	402 12.6	944 29.5	637 19.9	576 18.0	600 18.8	4.0 1.3	65 2.1	205 6.5	435 13.9	591 18.8	1801 57.4	39 1.2
150	FIRE A PERSON	N PC	190 5.9	148 4.6	408 12.8	724 22.6	1690 52.8	3.9 1.2	51 1.6	52 1.7	141 4.5	367 11.7	2483 79.2	42 1.3

S C O P E S T A T E P R O F I L E

GRADE TWELVE 1966

MASSACHUSETTS

TABLE 7 ACTIVITIES PREFERENCE ITEM ANALYSIS

			BOYS					GIRLS						
			LIKE MUCH	SOME	NOT SURE	DISLIKE SOME	MUCH	OMIT	LIKE MUCH	SOME	NOT SURE	DISLIKE SOME	MUCH	OMIT
151	MANAGE A LARGE STORE	N PC	695 21.7	872 27.3	531 16.6	521 16.3	542 16.9	38 1.2	630 20.1	630 20.1	377 12.0	700 22.3	999 31.9	46 1.5
152	SAVE MONEY	N PC	1730 54.1	959 30.0	229 7.2	118 3.7	128 4.0	35 1.1	820 26.1	820 26.1	116 3.7	130 4.1	83 2.6	42 1.3
153	WORK FOR MYSELF	N PC	1599 50.0	951 29.7	312 9.8	153 4.8	148 4.6	36 1.1	983 31.3	983 31.3	335 10.7	300 9.6	253 8.1	42 1.3
154	WRITE LETTERS	N PC	175 5.5	650 20.3	583 18.2	917 28.7	832 26.0	42 1.3	1180 37.6	1180 37.6	246 7.8	451 14.4	307 9.8	39 1.2
155	PRACTICE MUSIC ALL DAY	N PC	187 5.8	223 7.0	227 7.1	500 15.6	2024 63.3	38 1.2	410 13.1	410 13.1	215 6.9	618 19.7	1623 51.8	41 1.3
156	ART GALLERIES	N PC	247 7.7	519 16.2	419 13.1	598 18.7	1372 42.9	44 1.4	833 26.6	833 26.6	289 9.2	359 11.4	696 22.2	42 1.3
157	FOOTBALL	N PC	1569 49.0	933 29.2	246 7.7	181 5.7	234 7.3	36 1.1	797 25.4	797 25.4	334 10.7	451 14.4	805 25.7	43 1.4
158	TRACK	N PC	907 28.4	1056 33.0	442 13.8	409 12.8	348 10.9	37 1.2	572 18.2	572 18.2	470 15.0	539 17.2	1140 36.4	39 1.2
159	OPERATE FARM MACHINERY	N PC	250 7.8	618 19.3	585 18.3	706 22.1	1000 31.3	40 1.3	196 6.3	196 6.3	333 10.6	559 17.8	1941 61.9	40 1.3
160	OPERATE A CALCULATING MACHINE	N PC	344 10.8	758 23.7	740 23.1	533 16.7	764 23.9	60 1.9	633 20.2	633 20.2	479 15.3	439 14.0	1122 35.8	51 1.6
161	PHYSIOLOGY	N PC	364 11.4	559 17.5	986 30.8	458 14.3	780 24.4	52 1.6	551 17.6	551 17.6	802 25.6	315 10.0	819 26.1	45 1.4

MASSACHUSETTS

TABLE 7 ACTIVITIES PREFERENCE ITEM ANALYSIS

			BOYS						GIRLS					
			LIKE		NOT SURE		DISLIKE		OMIT	LIKE		DISLIKE		OMIT
			MUCH	SOME	SOME	SURE	SOME	MUCH		MUCH	SOME	SOME	MUCH	
162	CHEMISTRY	N PC	515	779	456	14.3	549	866	34	367	502	497	1314	39
			16.1	24.4	14.3	17.2	27.1	1.1	1.1	11.7	16.0	15.8	41.9	1.2
163	PLAY CHESS	N PC	465	871	686	21.4	451	685	41	259	564	448	980	43
			14.5	27.2	21.4	14.1	21.4	1.3	1.3	8.3	18.0	14.3	31.3	1.4
164	SOLVE PUZZLES	N PC	371	1048	533	16.7	653	548	46	559	1092	586	529	50
			11.6	32.8	16.7	20.4	17.1	1.4	1.4	17.8	34.8	18.7	16.9	1.6
165	DO CLERICAL WORK	N PC	125	444	652	20.4	852	1077	49	664	838	522	723	42
			3.9	13.9	20.4	26.6	33.7	1.5	1.5	21.2	26.7	16.6	23.1	1.3
166	REPAIR AN AUTO	N PC	769	982	475	14.8	468	461	44	185	302	476	1740	42
			24.0	30.7	14.8	14.6	14.4	1.4	1.4	5.9	9.6	15.2	55.5	1.3
167	OPERATE A CRANE OR DERRICK	N PC	360	736	609	19.0	656	797	41	35	114	360	2258	40
			11.3	23.0	19.0	20.5	24.9	1.3	1.3	1.1	3.6	11.5	72.0	1.3
168	WORK IN A STEEL MILL	N PC	128	365	544	17.0	838	1283	41	12	32	349	2534	38
			4.0	11.4	17.0	26.2	40.1	1.3	1.3	0.4	1.0	11.1	80.8	1.2
169	HIRE A PERSON	N PC	547	1130	840	26.3	296	345	41	680	1107	331	398	40
			17.1	35.3	26.3	9.3	10.8	1.3	1.3	21.7	35.3	10.6	12.7	1.3
170	GIVE ORDERS TO WORKERS IN FACTORY	N PC	427	1026	799	25.0	489	418	40	151	612	824	1015	42
			13.3	32.1	25.0	15.3	13.1	1.3	1.3	4.8	19.5	26.3	32.4	1.3
171	BUY STOCKS	N PC	813	1127	648	20.3	291	282	38	560	945	352	582	39
			25.4	35.2	20.3	9.1	8.8	1.2	1.2	17.9	30.1	11.2	18.6	1.2
172	SELL FURNITURE	N PC	124	493	702	21.9	967	869	44	134	578	832	1041	41
			3.9	15.4	21.9	30.2	27.2	1.4	1.4	4.3	18.4	26.5	33.2	1.3

MASSACHUSETTS

TABLE 7 ACTIVITIES PREFERENCE ITEM ANALYSIS

			BOYS					GIRLS						
			LIKE		NOT SURE	DISLIKE		OMIT	LIKE		NOT SURE	DISLIKE		OMIT
			MUCH	SOME		SOME	MUCH		MUCH	SOME		SOME	MUCH	
173	WATCH TV	N PC	613 19.3	1274 39.8	564 17.6	443 13.8	260 8.1	42 1.3	786 25.1	1379 44.0	350 11.2	372 11.9	209 5.7	40 1.3
174	ACT IN PLAYS	N PC	423 13.2	702 21.9	516 16.1	660 20.6	859 26.9	39 1.2	939 29.9	929 29.6	322 10.3	404 12.9	503 16.0	39 1.2
175	TRAP WILD ANIMALS	N PC	613 19.2	807 25.2	529 16.5	514 16.1	695 21.7	41 1.3	264 8.4	351 11.2	301 9.6	515 16.4	1663 53.0	42 1.3
176	FOREIGN LANGUAGE	N PC	316 9.9	675 21.1	451 14.1	655 20.5	1063 33.2	39 1.2	959 30.6	903 28.8	284 9.1	381 12.1	567 18.1	42 1.3
177	TEACH CHILDREN	N PC	533 16.7	847 26.5	550 17.2	583 18.2	649 20.3	37 1.2	1722 54.9	836 26.7	157 5.0	214 6.8	170 5.4	37 1.2
178	HELP THE POOR	N PC	654 20.4	1258 39.3	623 19.5	348 10.9	274 8.6	42 1.3	1726 55.0	972 31.0	198 6.3	128 4.1	72 2.3	40 1.3
179	KEEP ACCOUNTS	N PC	319 10.0	572 17.9	583 18.2	760 23.8	926 28.9	39 1.2	410 13.1	598 19.1	373 11.9	626 20.0	1089 34.7	40 1.3
180	ALGEBRA	N PC	570 17.8	818 25.6	399 12.5	513 16.0	857 26.8	42 1.3	481 15.3	593 18.9	272 8.7	479 15.3	1264 40.3	47 1.5
181	LEARN ABOUT DISEASES	N PC	481 15.0	879 27.5	629 19.7	582 18.2	585 18.3	43 1.3	1011 32.2	897 28.6	309 9.9	431 13.7	447 14.3	41 1.3
182	BECOME A MILLIONAIRE	N PC	2184 68.3	543 17.0	207 6.5	114 3.6	113 3.5	38 1.2	1765 56.3	623 19.9	257 8.2	233 7.4	215 6.3	43 1.4
183	SELL MERCHANDISE TO STORES	N PC	294 9.2	844 26.4	776 24.3	633 19.8	612 19.1	40 1.3	283 9.0	741 23.6	577 18.4	691 22.0	805 25.7	39 1.2

MASSACHUSETTS

TABLE 7 ACTIVITIES PREFERENCE ITEM ANALYSIS

			BOYS						GIRLS					
			LIKE		NOT SURE	DISLIKE		OMIT	LIKE		NOT SURE	DISLIKE		OMIT
			MUCH	SOME		SOME	MUCH		MUCH	SOME		SOME	MUCH	
184	LITERATURE	N PC	474 14.8	811 25.4	501 15.7	642 20.1	727 22.7	44 1.4	1005 32.0	893 28.5	256 8.2	401 12.8	540 17.2	41 1.3
185	WRITE THEMES	N PC	219 6.8	551 17.2	532 16.6	811 25.4	1046 32.7	40 1.3	535 17.1	749 23.9	327 10.4	605 19.3	881 28.1	39 1.2
186	GO TO SCHOOL	N PC	432 13.5	1287 40.2	478 14.9	443 13.8	517 16.2	42 1.3	604 19.3	1449 46.2	236 7.5	398 12.7	404 12.9	45 1.4
187	SYMPHONY CONCERTS	N PC	288 9.0	514 16.1	492 15.4	618 19.3	1243 38.9	44 1.4	714 22.8	762 24.3	315 10.0	446 14.2	852 27.2	47 1.5
188	HUNTING	N PC	1242 38.8	921 28.8	343 10.7	325 10.2	325 10.2	43 1.3	319 10.2	458 14.6	450 14.3	535 17.1	1333 42.5	41 1.3
189	SWIMMING	N PC	1795 56.1	970 30.3	174 5.4	129 4.0	94 2.9	37 1.2	1942 61.9	847 27.0	89 2.8	111 3.5	110 3.5	37 1.2
190	FEED HOGS AND CATTLE	N PC	113 3.5	312 9.8	455 14.2	785 24.5	1492 46.6	42 1.3	106 3.4	266 8.5	310 9.9	592 18.9	1820 58.0	42 1.3
191	SELL TICKETS FOR A RAILROAD OR AIRLINE	N PC	82 2.6	445 13.9	582 18.2	951 29.7	1097 34.3	42 1.3	327 10.4	821 26.2	415 13.2	643 20.5	887 28.3	43 1.4
192	SHOP WORK	N PC	221 6.9	567 17.7	616 19.3	794 24.8	964 30.1	37 1.2	51 1.6	270 8.6	455 14.5	688 21.9	1631 52.0	41 1.3
193	DO ODD JOBS WITH SMALL TOOLS	N PC	266 8.3	799 25.0	552 17.3	767 24.0	774 24.2	41 1.3	78 2.5	265 8.5	339 10.8	682 21.7	1734 55.3	38 1.2
194	DIRECT PEOPLE	N PC	366 11.4	957 29.9	775 24.2	578 18.1	483 15.1	40 1.3	287 9.2	817 26.1	548 17.5	692 22.1	749 23.9	43 1.4

SCOPE STATE PROFILE

GRADE TWELVE 1966

MASSACHUSETTS

TABLE 7 ACTIVITIES PREFERENCE ITEM ANALYSIS

		BOYS					GIRLS				
		LIKE		NOT SURE	DISLIKE		LIKE		NOT SURE	DISLIKE	
		MUCH	SOME		SOME	MUCH	MUCH	SOME		SOME	MUCH

S C O P E S T A T E P R O F I L E

GRADE TWELVE 1966

MASSACHUSETTS

TABLE 8 INTELLECTUAL PREDISPOSITION SCALE

DISTRIBUTIONS AND PERCENTILE RANKS

			BOYS		GIRLS		
			SCORE	N	PR	N	PR
BOYS			33	0	100.0	0	100.0
			32	0	100.0	0	100.0
			31	1	100.0	1	100.0
			30	0	100.0	1	100.0
			29	2	100.0	9	99.9
			28	8	99.9	15	99.6
			27	18	99.7	20	99.2
			26	20	99.1	38	98.5
			25	37	98.5	35	97.3
	MEAN	14.1	24	52	97.3	67	96.2
			23	68	95.7	64	94.1
	S.D.	5.4	22	84	93.6	83	92.0
			21	105	90.9	99	89.4
			20	139	87.7	115	86.2
			19	148	83.3	133	82.6
			18	178	78.7	155	78.3
			17	191	73.1	152	73.4
			16	213	67.1	178	68.5
			15	202	60.5	172	62.9
			14	262	54.2	207	57.4
		13	228	46.0	184	50.8	
		12	221	38.9	225	44.9	
		11	198	31.9	167	37.7	
		10	187	25.8	215	32.4	
		9	160	19.9	164	25.5	
		8	148	14.9	164	20.3	
		7	112	10.3	149	15.1	
		6	66	6.8	110	10.3	
		5	47	4.7	68	6.8	
		4	35	3.3	48	4.7	
		3	12	2.2	32	3.1	
		2	12	1.8	15	2.1	
		1	5	1.4	4	1.6	
		0	40	1.3	47	1.5	
GIRLS	MEAN	13.7					
	S.D.	5.9					