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ABSTRACT

THE CAREER DEVELOPMENT LABORATORY IS A PROGRAM OF VOCATIONAL ORIENTATION FOR JUNIOR HIGH SCHOOL STUDENTS WHICH WAS CONDUCTED AT SAYRE JUNIOR HIGH SCHOOL, PHILADELPHIA. TO DETERMINE THE PROGRAM'S SUCCESS THREE INSTRUMENTS WERE ADMINISTERED: A CAREER PLAN SURVEY SHOWING STUDENTS' PRESENT CAREER PLANS AND THEIR PRESENT KNOWLEDGE ABOUT THE CAREER, A CAREER INFORMATION SURVEY INDICATING STUDENTS' INFORMATION ABOUT CAREERS IN THE SIX MAJOR CAREER AREAS COVERED BY THIS PROGRAM, AND A SEMANTIC DIFFERENTIAL TO DETERMINE THE PROGRAM'S EFFECT ON STUDENTS' ATTITUDES TOWARD CERTAIN CAREERS. FINDINGS INDICATED: (1) NO INCREASE IN KNOWLEDGE OF CAREERS IN WHICH STUDENTS WERE INTERESTED, (2) A SIGNIFICANT INCREASE IN KNOWLEDGE ABOUT CERTAIN ASPECTS OF THE SIX MAJOR CAREER AREAS, AND (3) NO SIGNIFICANT ATTITUDE CHANGES. RECOMMENDATIONS WERE MADE TO PLACE GREATER EMPHASIS ON CONCRETE ACTIVITIES IN PLANNING BY THE STAFF. ALSO RECOMMENDED WAS A REEVALUATION OF THE TIME SPENT IN VARIOUS ACTIVITIES IN TERMS OF PROGRAM PRIORITIES AND FURTHER EVALUATION OF THE PROGRAM WHEN ITS OFFERINGS HAVE STABILIZED. (AUTHOR)

THE SCHOOL DISTRICT OF PHILADELPHIA

EVALUATION

OF THE

CAREER DEVELOPMENT

LABORATORY

SAYRE JUNIOR HIGH SCHOOL

OFFICE OF RESEARCH AND EVALUATION

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Field Research Services

EVALUATION

OF THE

CAREER DEVELOPMENT

LABORATORY

SAYRE JUNIOR HIGH SCHOOL

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Technical Report No. 7002

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SUMMARY

The Career Development Laboratory is a program of vocational orientation for junior high school pupils. To assess the program's success, three instruments were administered.

1. A Career Plan Survey to determine (a) whether pupils had present career plans, and (b) the amount of information they had about the career.

2. A Career Information Survey to determine the amount of information pupils had about careers in the six major career areas covered by this program.

3. A Semantic Differential to determine whether the program had any effect on pupil attitudes toward certain careers.

The findings indicate that:

1. There was no increase in knowledge of careers about which pupils expressed an interest.

2. There was a significant increase in knowledge about certain aspects of the six major career areas in the 2nd cycle, but it was limited.

3. There were no significant attitude changes.

Recommendations include:

1. A greater emphasis on concrete activities in planning by the staff.

2. A revaluation of the amount of time spent in various kinds of activities in terms of program priorities.

3. Further evaluation of the program when its offerings have stabilized.

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INTRODUCTION

For a number of years, the Sayre Junior High School administration and community have been eager to have a program of vocational guidance built along the guidelines of the N.E.A. Circular No. 1, Programs for the Disadvantaged (1965). The circular specifically recommended that a vocational guidance program should be designed to detect at an early age those students who need (a) counseling to help evaluate themselves, their capabilities, and their potential; (b) to be introduced to the vocational skills needed to earn a living; and (c) to be introduced to the world of job opportunities.

When the Office of Career Development devised such a program, it was eagerly received at Sayre. This was especially so because the program as devised would utilize community resources, deal with small groups of children at a time, and provide individualized instruction and counseling. The program as developed was intended to meet the needs of the early adolescent.

The writer would like to thank the staff of the Career Development Laboratory for their complete cooperation, the teachers at Sayre Junior High School who allowed me to use their classrooms for the administration of instruments, and Mr. Robert Eaverly, principal of Sayre Junior High School, for his cooperation.

THE PROGRAM

The Career Development Laboratory was offered to all eighth grade pupils at Sayre Junior High School. Half were accommodated during each of the two cycles of the program.

Seven of the fifteen heterogeneously grouped eighth grade classes were randomly selected for the first cycle of the program. Each class was to attend ten two-hour sessions in the Career Development Laboratory during the fall semester.

During the sessions, pupils were given both large and small group instruction. Large group instruction was concerned with the types of career opportunity available in six major career areas (automotive, clerical, clothing, construction, electronics, and health and medicine). The exposition was in terms of job clusters. (A job cluster was defined as all those jobs related to each other because of a common concern with some product or service). This exposition was done by members of the staff and guest speakers actively involved in the occupation.

In small group sessions, pupils explored careers of individual interest. They considered personality characteristics and abilities appropriate for various careers, their reasons for selecting various careers, the relationship of a chosen career to other careers, etc. They engaged in a variety of activities intended to reinforce the large group presentations.

One of the aids available was a vocational information retrieval system known as V.I.E.W. (Vital Information for Education and Work). This system involved a microfilm reader and a printer, so pupils could have personal copies of information they thought pertinent.

Field trips were also scheduled during this time.

In the spring semester, the staff of the Career Development Laboratory modified the program. It was enlarged to eighteen weeks. The staff felt that an adequate job of covering the chosen topics could not be achieved in ten weeks. This meant that the other eight classes would receive the expanded program during the second cycle. (Construction work done in the laboratory area prevented this, and the second cycle also ended after ten weeks.)

OBJECTIVES

Objectives for this program were developed cooperatively by the Program Director and members of the Research staff.

1. As a result of having participated in the Career Development Laboratory, pupils will evidence a greater knowledge of educational and training requirements of careers covered.

2. As a result of having participated in the Career Development Laboratory, pupils will evidence a greater knowledge of the nature of the activities involved in particular jobs in career areas covered in Career Development Laboratory, as measured by an Occupational Information Survey.

3. A significantly larger number of pupils will express an interest in a specific career area after having participated in the Career Development Laboratory than before.

4. As a result of (a) having been exposed to relevant visual displays, (b) having participated in discussions of careers led by Negroes who have been successful in a particular career area, (c) having visited various business and industrial establishments, and having seen and spoken to Negroes who have responsible and respected positions there, pupils will display a higher career related self-image on a semantic differential as indicated by the ratings of the higher occupations (in terms of preparation required for entry) as closer to the self.

METHODS

In order to ascertain whether the objectives of the program were being met, three instruments were administered.

1. Career Plan Survey - is a questionnaire which asked pupils to indicate any interest they had in a definite career or career area. They were then asked to answer several questions about the nature of, and the entry requirements of the career. It was administered both before and after treatment to each cycle.

2. Career Information Survey - is a 48-question multiple-choice examination. Its content is based upon instructional outlines supplied by the Career Development Laboratory staff. Members of the staff reviewed the questions but final selection was made by the researcher.

   Of the 48 items in the test, twelve of them dealt specifically with the activities of someone working on a job in one of the six job clusters, twelve of them dealt with educational and training requirements for jobs in the clusters, and the other twenty-four questions dealt with such things as skill levels, relative salary (highest paid - lowest paid), and conditions under which people worked.

   The instrument was then administered to a similar population in another junior high school and revised on the basis of an item analysis. (Internal reliability according to the Kuder Richardson 20 Formula was .67). The revised version was used in this study. The instrument was administered to the first cycle groups after their experience in the laboratory and to the second cycle groups both before and after this experience.

3. Semantic Differential - was administered in order to determine whether the program had any effect on the way pupils felt about certain career fields in relation to themselves. The instrument was administered after the first treatment cycle and before and after the second treatment cycle. Each form of the instrument (one for boys, and one for girls) consisted of nineteen concepts judged on nine 5-point scales.

The Concepts used were:

Boys Form

Myself as an Engineer
Myself as a Soldier
Myself as a Store Clerk
Myself as a Doctor
Myself as an Auto Mechanic
Myself as a Policeman
Myself as an Artist
Myself as a Factory Worker
Myself as a Scientist
Myself as a Bus Driver
Myself as a Hospital Orderly
Myself as a Professional Athlete
Myself as a Computer Programmer
Me - Myself
My Family
My Friends
My Clothes
Myself as a Nurse
Myself as a Hairdresser

Girls Form

Myself as a Teacher
Myself as a Factory Worker
Myself as a Store Clerk
Myself as a Nurse
Myself as a Secretary
Myself as a Hairdresser
Myself as an Artist
Myself as an Waitress
Myself as a Doctor
Myself as a Model
Myself as a Domestic Worker
Myself as an Airline Stewardess
Myself as a Computer Programmer
Me - Myself
My Family
My Friends
My Clothes
Myself as a Bus Driver
Myself as an Auto Mechanic

The Scales used were:

Happy	-	Sad	Hot	-	Cold
Dull	-	Sharp	Bad	-	Good
Weak	-	Strong	Fast	-	Slow
Hard	-	Soft	Small	-	Large
Awful	-	Nice			

The Concepts used included:

1. Thirteen careers chosen to cover a wide range of educational and training entry level requirements (all had been mentioned in the career plan survey).

2. Four concepts related to the self (these were included as a check on the instrument).

3. Two concepts which would on prima facia grounds be strongly rejected (jobs associated primarily with the opposite sex).

Pupils were asked to rate each concept on each of the scales.

FINDINGS

A. Career Plan Survey

1. Results - The following are the responses of pupils to each question of the Career Plan Survey:

Question 1 - I plan to work as a/an _____.

		Percent Listing Career	Percent "don't know"
First Cycle	Before	76.1	23.9
	After	83.8	16.2
Second Cycle	Before	82.4	17.6
	After	80.4	19.6

Question II - Working at that job, I would do such things as:*

		Percent of "no response" or incorrect response	Percent of responses showing minimum knowledge	Percent of responses showing fairly adequate knowledge
First Cycle	Before	12.9	62.4	23.9
	After	12.5	67.4	20.1
Second Cycle	Before	8.4	71.6	20.0
	After	10.8	75.6	13.1

Question III - The amount of education needed to get the job:*

		Percent of correct responses	Percent of incorrect responses	Percent of no response or "I don't know"
First Cycle	Before	55.2	26.8	18
	After	66.9	22.5	10.6
Second Cycle	Before	63.9	20.6	15.5
	After	54.8	28.6	16.6

Question IV - School subjects which will help me to get ready for this job are:*

		Mean Score**	
First Cycle*	Before	1.56	(This difference significant at the .05 level, using t test for correlated means.)
	After	3.58	
Second Cycle	Before	2.85	
	After	3.60	

Question V - Other jobs related to career choice:*

		Mean Score**
First Cycle	Before	1.22
	After	1.61
Second Cycle	Before	1.30
	After	1.12

*Percentages are of those who responded positively to Question I.

**For these questions pupils were limited to 3 responses. Each response was then rated: no relationship or no response = 0; possibly related = 1; definitely related = 2. The score quoted is the mean score for the three subjects or jobs named.

2. Interpretation of Results

With the exception of question four, there were no statistically significant differences in childrens' responses to items in the Questionnaire from pre to post in either the first or second cycle. The mean score difference of two represents either two "possibly related" answers or one "definitely related" answer. Unfortunately, this is not an unmixed measure. By the time the post measurement for the first cycle and the pre measurement for the second cycle were made, eighth grade pupils were involved in course selection for ninth grade. Such discussion involved discussion of career plans and their relationship to school subjects. Thus, the increase in score might be attributable to knowledge gained through these conversations as well in the Career Development Laboratory.

One further point in connection with question four. A response by a pupil of "Math" or "English" was rated as a "2" for almost any occupation. In further use of this instrument, it should be reworded to eliminate those two responses. It could then more accurately reflect the effect of the Career Development Laboratory.

B. Career Information Survey

1. Results

Mean Number of Correct Responses

	First Cycle (7 sections)	Second Cycle (8 sections)
Before	(Not administered)	21.483
After	21.697	22.783

2. Interpretation of Results

Using the second cycle pre-test as a control for the first cycle post, there were no significant differences. The second cycle data does show a significant statistical difference from pre to post.

Second Cycle
Career Information Survey

t*	p
3.28	.02

*The pre-post difference was tested using a t-test for correlated means.

Though this difference was statistically significant, it represents a difference of 1.3 additional questions answered correctly. The educational significance of this difference is questionable.

It should be noted, however, that the second cycle was terminated at the end of ten weeks (due to construction work in the area), so that pupils had covered only three of the six career areas represented in the test. Further study is needed to determine whether the full program would yield improved results.

In order to determine whether stated objectives of the program were met, a second analysis was performed on the data. The instrument was treated as having three subtests:

a. Knowledge of activities.

b. Knowledge of education and training requirements.

c. Knowledge of other aspects of the careers in job clusters.

It was then possible to identify those areas where significant differences in pupil responses occurred. When we compare the pre-post scores on the subtests, the following results were found:

Career Information Survey
Second Cycle

Sub-test	t*	p
a. Knowledge of activities (12 questions)	6.41	.01
b. Knowledge of education and training requirements (12 questions)	4.54	.01
c. Knowledge of other aspects (24 questions)	.468	NS

This analysis of data indicates that the statistically significant differences were produced in the areas specifically stated as objectives of the program. Again, the absolute gain was small, amounting to an average increase of .70 questions per pupil on the activity questions and .80 on the knowledge and training requirements, but given the difficulties the program encountered, this result is not surprising. Thus, the program was not without effect.

* This was a t test for correlated means.

C. Semantic Differential

1. Results

To score the semantic differential one must add scales together to form factors, or meaning groups. There are three meaning groups in this instrument:

Evaluative (i.e., Good - Bad)

Potency (i.e., Strong - Weak)

Activity (i.e., Active - Passive)

The results are discussed in terms of these meaning groups.

Boys Form

	Evaluative		Potency		Activity	
	f*	p**	f*	p**	f*	p**
1st cycle post vs 2nd cycle pre	1.036	.413	.651	.948	.812	.782
2nd cycle pre vs 2nd cycle post	.809	.689	.478	.966	.701	.809

Girls Form

	Evaluative		Potency		Activity	
	f*	p**	f*	p**	f*	p**
1st cycle post vs 2nd cycle pre	.962	.537	.730	.889	1.180	.218
2nd cycle pre vs 2nd cycle post	.688	.822	.667	.833	.933	.539

*The statistical procedure involved was a one-factor multivariate analysis of variance using the University of Miami revised MANOVA program.

**None of these figures is significant.

In order to gather additional evidence a number of rank order correlations were computed. These were intended to discover whether the pupils were responding systematically (i.e., in terms of their feelings) or randomly (i.e., just filling in the form).

The correlations were:

Boys Form

	1st cycle post vs 2nd cycle pre	2nd cycle pre vs 2nd cycle post	2nd cycle post vs 1st cycle post
Evaluative	.939	.954	.964
Potency	.964	.998	.957
Activity	.942	.951	.960

Girls Form

	1st cycle vs 2nd cycle pre	2nd cycle pre vs 2nd cycle post	2nd cycle post vs 1st cycle post
Evaluative	.912	.954	.946
Potency	.856	.795	.811
Activity	.883	.922	.916

2. Interpretation of Results

No significant differences were observed between pre and post on any of the meaning groups of the semantic differential.

The magnitude of the rank order correlations is evidence that the pupils were responding with their feelings and not just randomly. Further evidence along these lines is provided by the fact that in all cases the predicted concepts (opposite SEX occupations) were at the bottom of the rank order. The girls ranked "Myself as an Automobile Mechanic" and "Myself as a Bus Driver" lowest, while boys ranked "Myself as a Hairdresser" and "Myself as a Nurse" lowest.

CONCLUSIONS

Conclusions based on the statistical evidence as related to the objectives will be discussed. Then some other factors involved in the program will be discussed.

1. As a result of having participated in the Career Development Laboratory pupils will evidence a greater knowledge of educational and training requirements of careers covered.

   a. By achieving a higher percentage of correct responses to questions about training requirements on the Career Plan Survey.

      Neither first nor second cycle groups met this criterion of greater knowledge as evidenced by responses on the Career Plan Survey.

   b. By achieving a higher score on the Career Information Survey.

      This criterion was not met in the first cycle of the program but was met during the second cycle. The educational significance of this gain is an open question and requires further study.

2. As a result of having participated in the Career Development Laboratory program, pupils will demonstrate a greater knowledge of the activities involved in particular jobs in career areas covered in the Career Development Laboratory.

   a. By achieving a higher score on Career Plan Survey questions about job activities.

      Neither first or second cycle groups met this criterion of greater knowledge as the difference in the percentage was not significant.

   b. By achieving a higher score on the Career Information Survey.

      The criterion was not met in the first cycle of the program, but was met during the second cycle. The educational significance of this gain is an open question and requires further study.

3. A significantly larger number of pupils will express an interest in a specific career area after having participated in the Career Development Laboratory program than before.

Since the percentage did not increase significantly we can conclude that this objective was not met.

4. As a result of (a) having been exposed to relevant visual displays, (b) having participated in discussions of careers led by Negroes who have been successful in that career area, and (c) having visited various business and industrial establishments, and having seen and spoken to Negroes who have responsible and respected positions there, pupils will display a higher career related self-image as indicated by the ratings of the higher occupations (in terms of preparation required for entry) as closer to the self.

Since the semantic differential showed no change in attitude we can conclude that this objective was not achieved.

In summary, it is clear that objectives three and four were not met. The picture for objectives one and two is not so clear. What it seems fair to say is that there was an increase in their general knowledge of the six job clusters, but not in a specific career or career areas in which the pupil may have had a personal interest.

DISCUSSION

It is almost an axiom in program evaluation that the first time through is like a dry run. It is normal for new programs to have problems, and often very little in measurable results can be expected. Therefore, the first year's results are not surprising. The Career Development Laboratory was plagued by a number of different problems:

1. Equipment shortages - much of the V.I.E.W. material did not arrive during the first cycle, and furniture for the laboratory did not arrive until more than a month into the first cycle.

2. Staff shortage - when school opened not all of the program staff had been hired. This caused the opening of the program to be postponed. This also meant that planning during the first cycle was done on a session to session basis rather than on a unit basis.

3. Staff inexperience - the career development specialists were trained, experienced counselors. Their four assistants, however, were all selected because of the non-professional experience they had had with junior high school age children.

However, all of them readily admitted this did not make them proficient teachers. They were learning to teach as the program progressed.

4. Program disruption - midway through the second cycle, construction work to convert the temporary quarters into a permanent installation began. This completely halted activities in the laboratory and only planned trips were taken thereafter. As a consequence, only two of the job clusters were completed and a third started.

5. Staff absentees - unfortunately, during the second cycle both career specialists were ill and absent for periods of about two weeks each.

RECOMMENDATIONS

1. Planning should place a greater emphasis on pupil activities.

   Training for the staff in the writing of behavioral objectives with an emphasis on the development of behavioral criteria to assess the success of activities would produce more concrete plans. It might be worthwhile to add someone to the instructional team who has both teaching experience and experience in writing behavioral objectives.

2. A review of priorites, time allocation and content.

   The data seemed to indicate that the pupils' specific informational needs about a career in which he had an interest was not met, while the general level of information was raised. It can be legitimately asked if this is the most desirable state of affairs. If the director and his staff should decide that it is not, then certain changes in the method of operation are going to be necessary. More time will have to be allotted to small group sessions and individual counseling.

   Secondly, we might well ask whether there is sufficient time to raise the information level in all of the areas sampled by the Career Information Survey. If not, then some decision about content will have to be made.

The program staff will have to set priorities, with "less vital" areas being covered only if time permits.

3. The form of the evaluation should be changed. Until the program has been fully developed (both in form and in content), it might be more helpful to have research personnel give more frequent feedback on shorter range objectives. This will permit the program staff to modify the program as needed on the basis of information received. A study of the total program can be made after it has been fully developed.

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Field Research

November 1968

JUNIOR HIGH CAREER PLAN SURVEY

1. After finishing school, I plan to work as a (an):

   _____

2. As a (an)_____, I would do things such as:

   a._____
   b._____
   c._____
   d._____

3. In order to become a (an)_____, a person has to:

   ☐ a. Graduate from high school
   ☐ b. Graduate from college
   ☐ c. Take an apprenticeship program
   ☐ d. Go to a technical school
   ☐ e. Take on the job training
   ☐ f. None of these
   ☐ g. I don't know

4. The school subjects that will help me most to get ready for this job are:

   a._____
   b._____
   c._____
   ☐ I don't know

5. These jobs are closely related to (very much like) the one I plan to hold:

   a._____
   b._____
   c._____
   ☐ I don't know

6. If I don't become a _____(the job you named in Question 1), I will probably work as a _____.

(Note: This is condensed in size. Instrument administered was on legal size paper.)

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Field Research

JUNIOR HIGH CAREER INFORMATION SURVEY

1. An appliance serviceman:

   (1) makes things

   (2) finds things

   (3) fixes things

   (4) designs things

2. The most training a carpenter <u>needs</u> to have is:

   (1) vocational school training

   (2) an apprenticeship

   (3) a college degree

   (4) a high school diploma

3. A plumber:

   (1) builds walls

   (2) lays roofing

   (3) installs pipes

   (4) makes patios

4. Which of these is the most skilled job?

   (1) sewing machine operator

   (2) examiner

   (3) pattern maker

   (4) trimmer

5. A welder:

   (1) removes defective parts of a car

   (2) makes parts for a car

   (3) installs instruments in a car

   (4) puts parts together on a car

6. The most education a television repairman <u>needs</u> to have is:

   (1) a high school diploma

   (2) technical training

   (3) two years of college

   (4) a college degree

7. A person who can make any kind of clothing is called:

   (1) a pattern maker

   (2) a tailor

   (3) a designer

   (4) a cutter

8. The most training an automobile spray painter <u>needs</u> to have is:

   (1) a high school diploma

   (2) an apprenticeship

   (3) on the job training

   (4) a vocational school diploma

9. Who is most likely to be the highest paid?

   (1) a bank teller

   (2) a typist

   (3) a bookkeeper

   (4) a telphone operator

10. Who is most likely to be the highest paid?

   (1) a hod carrier

   (2) a tile setter

   (3) a pipefitter

   (4) a painter

11. Which of these is the most skilled job?

   (1) registered nurse

   (2) practical nurse

   (3) medical records librarian

   (4) medical technician

12. Most electronics workers <u>usually</u> work:

   (1) out of doors

   (2) in factories

   (3) in people's homes

   (4) in warehouses

13. Most clerical workers usually work:

(1) in hotels

(2) in factories

(3) in people's homes

(4) in offices

14. When a nurse gets promoted, she can become:

(1) a medical technician

(2) a head nurse

(3) a circulating nurse

(4) a physical therapist

15. When a typist gets promoted, she can become:

(1) a bookkeeper

(2) an information clerk

(3) a secretary

(4) a PBX operator

16. The most training a post office clerk needs to have is:

(1) a high school education

(2) a college education

(3) an apprenticeship

(4) an elementary school education

17. Who is most likely to be the highest paid?

(1) a power press operator

(2) a chemist

(3) a mechanic

(4) a milling machine operator

18. Most dental hygienists work:

(1) in laboratories

(2) in dental factories

(3) in hospitals

(4) in offices

19. Most workers in the garment industry usually work:

(1) out of doors

(2) in factories

(3) in people's homes

(4) in warehouses

20. To get into a school of nursing, a person <u>needs</u> to:

(1) have a college degree

(2) have hospital experience

(3) have some medical school training

(4) have a high school diploma

21. Which of these is the most skilled job?

(1) engineer

(2) electrician

(3) cement mason

(4) carpenter

22. A nurse:

(1) takes blood pressures

(2) does blood counts

(3) operates on people

(4) sets broken bones

23. When a repairman gets promoted, he can become:

(1) a mechanical engineer

(2) a service manager

(3) a circuit wirer

(4) a technician

24. Who is most likely to be the highest paid?

(1) a pediatric nurse

(2) a medical technician

(3) a physical therapist

(4) a pharmacist

25. An automobile draftsman:

(1) draws plans for a car

(2) makes parts for a car

(3) does tests on a car

(4) puts parts together on a car

26. A bricklayer:

(1) builds walls

(2) lays roofing

(3) installs drywall

(4) lays sidewalks

27. A receptionist:

(1) files letters

(2) meets people

(3) receives supplies

(4) takes shorthand

28. Who is most likely to be the highest paid?

(1) a circuit wirer

(2) a computer repairman

(3) a phonograph repairman

(4) a telephone serviceman

29. When a pattern maker gets promoted, he can become:

(1) a designer

(2) an operator

(3) a cutter

(4) an inspector

30. Which of these is the most skilled job?

(1) file clerk

(2) postal clerk

(3) receptionist

(4) business machine operator

31. A stenographer:

(1) takes machines apart

(2) takes shorthand

(3) takes orders for supplies

(4) takes pictures of records

32. When a carpenter gets promoted, he can become:

(1) an architect

(2) a builder

(3) a foreman

(4) an inspector

33. A dietician:

(1) places people on diets

(2) does blood counts

(3) operates on people

(4) plans menus

34. The most training a bookkeeper <u>needs</u> to have is:

(1) a high school education

(2) a college education

(3) an apprenticeship

(4) an elementary school education

35. A circuit wirer:

(1) solders

(2) saws

(3) glues

(4) molds

36. Who is most likely to be the highest paid?

(1) a knitter

(2) a pattern maker

(3) a shop foreman

(4) a designer

37. Most workers in the automobile industry work:

(1) at drawing boards

(2) behind desks

(3) at benches

(4) on assembly lines

38. Most people in the building industry usually work:

(1) out of doors

(2) in factories

(3) in garages

(4) in offices

39. The most training an electronics assembler needs to have is:

(1) a high school diploma

(2) a college degree

(3) an apprenticeship

(4) on the job training

40. The most training an architect needs to have is:

(1) vocational school training

(2) an apprenticeship

(3) a college degree

(4) a high school diploma

41. The most training a tool and die maker needs to have is:

(1) a high school diploma

(2) an elementary school education

(3) a college education

(4) an apprenticeship

42. Which of these is the most skilled job?

(1) circuit wirer

(2) computer repairman

(3) a phonograph repairman

(4) telephone serviceman

43. A person must have a college degree to be:

(1) a medical doctor

(2) a medical records librarian

(3) a medical technician

(4) a professional nurse

44. The most training that a sewing machine operator needs to have is:

(1) a high school diploma

(2) on the job training

(3) special technical training

(4) vocational school training

45. A person who makes up styles of clothing is called:

(1) a model

(2) a tailor

(3) a designer

(4) a pattern maker

46. When an automobile cutter gets promoted, he can become:

(1) an assembly line worker

(2) a pattern maker apprentice

(3) a welder

(4) an engineer

47. The most training a clothing cutter needs to have is:

(1) a high school diploma

(2) on the job training

(3) a college degree

(4) vocational school training

48. Which of these is the most skilled job?

(1) a parts manager

(2) a cost accountant

(3) a shop foreman

(4) a pattern maker

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Field Research

INSTRUCTIONS

A. PREPARATION

1. Distribute a booklet to each pupil.

2. Be sure that appropriate forms of this instrument are given to boys and girls.

3. Pupils may use either pencil or pen.

B. DIRECTIONS TO THE CLASS (To be read verbatim - except for material in parentheses.)

Please do not mark these booklets until I tell you to do so.

At the upper left-hand corner of the first page write a "B" if you are a boy or a "G" if you are a girl.

At the top of the page, in the middle, write the number one.

At the upper right-hand corner write the number (7 = EXP.; 8 = CONTROL).

Do NOT place your name anywhere on this booklet.

Now turn your booklet face down and give me your attention.

This is a survey to find out how the pupils at Sayre Junior High feel about certain occupations.

Each page of the survey booklet is divided into two sections. At the top of each section you will find a TOPIC word. Underneath it you will find nine pairs of words that tell about it.

Please look at the first page (marked "Sample"). Each section in this survey looks exactly like the section on your sample sheet. Notice that there is a TOPIC word, TELEVISION, at the top and nine pairs of words under it. For each pair of words you are to place an X in the box that comes closest to telling how you really feel about the topic word.

For example, if a person felt that TELEVISION was "very" happy, where would he place the X? (Call on a pupil to tell. If incorrect, call on another. If correct, continue.) That's right. Everyone place the X in that box.

Notice that the "very" on the other side stands for "very sad."

Where would a person place the X if he felt that TELEVISION was "sort of" dull? (Call on a pupil to tell. If incorrect, call on another. If correct, continue.) That's right. Everyone place the X in that box.

Notice that the "sort of" on the other side stands for "sort of" sharp. Each box stands for the word that it is closest to.

Instructions -- 2

Now, for the next seven pairs of words place the X's in the boxes that come closest to telling how you feel about this topic word. Do NOT turn the page until I tell you to do so.

(Pause for class to comply; circulate to make sure that pupils are completing the sample form correctly. Answer any questions.)

Be sure to mark only one box in each line. You should have nine X's in each section -- one on each line.

Now turn your booklet face down and give me your attention.

This is a survey, so there are NO right or wrong answers. On any topic it is natural for some people to feel one way and some people to feel another way. The only "correct" answer is the one that comes closest to telling how you really feel about the topic.

Don't worry or puzzle over individual items. It is your first impressions, your immediate feelings about the items, that we want.

Please do NOT look at anyone else's paper. Make up your own mind.

Are there any questions? Does everyone understand what to do? (Answer any questions.)

You may now turn the survey booklet face up and begin. Try not to take too much time with any section.

(If pupils ask questions during the administration of the survey, you may answer them individually, but be careful not to indicate personal feelings.)

C. AT THE END (Read verbatim.)

Check to make sure that you have completed both sections on all ten pages. (Give an extra minute to pupils who indicate that they forgot to answer a page.)

Now turn your booklet face down.

(Collect survey booklets.)

THANK YOU FOR YOUR COOPERATION.

IJF:fsk
January 15, 1969

THE SCHOOL DISTRICT OF PHILADEIPHIA
Office of Research and Evaluation
Field Research

S A M P L E

TELEVISION

	very	sort of	neither	sort of	very	
Happy	☐	☐	☐	☐	☐	Sad
Dull	☐	☐	☐	☐	☐	Sharp
Weak	☐	☐	☐	☐	☐	Strong
Hard	☐	☐	☐	☐	☐	Soft
Awful	☐	☐	☐	☐	☐	Nice
Hot	☐	☐	☐	☐	☐	Cold
Bad	☐	☐	☐	☐	☐	Good
Fast	☐	☐	☐	☐	☐	Slow
Small	☐	☐	☐	☐	☐	Large

D

MYSELF AS AN ENGINEER

	very	sort of	neither	sort of	very	
Bad	☐	☐	☐	☐	☐	Good
Large	☐	☐	☐	☐	☐	Small
Cold	☐	☐	☐	☐	☐	Hot
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Weak	☐	☐	☐	☐	☐	Strong
Soft	☐	☐	☐	☐	☐	Hard

ME - MYSELF

	very	sort of	neither	sort of	very	
Happy	☐	☐	☐	☐	☐	Sad
Dull	☐	☐	☐	☐	☐	Sharp
Weak	☐	☐	☐	☐	☐	Strong
Hard	☐	☐	☐	☐	☐	Soft
Awful	☐	☐	☐	☐	☐	Nice
Hot	☐	☐	☐	☐	☐	Cold
Bad	☐	☐	☐	☐	☐	Good
Fast	☐	☐	☐	☐	☐	Slow
Small	☐	☐	☐	☐	☐	Large

MYSELF AS A SOLDIER (OR MARINE)

	very	sort of	neither	sort of	very	
Bad	☐	☐	☐	☐	☐	Good
Large	☐	☐	☐	☐	☐	Small
Cold	☐	☐	☐	☐	☐	Hot
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Weak	☐	☐	☐	☐	☐	Strong
Soft	☐	☐	☐	☐	☐	Hard

MYSELF AS A STORE CLERK

	very	sort of	neither	sort of	very	
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Hard	☐	☐	☐	☐	☐	Soft
Weak	☐	☐	☐	☐	☐	Strong
Cold	☐	☐	☐	☐	☐	Hot
Large	☐	☐	☐	☐	☐	Small
Bad	☐	☐	☐	☐	☐	Good

D

MYSELF AS A DOCTOR

	very	sort of	neither	sort of	very	
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Hard	☐	☐	☐	☐	☐	Soft
Weak	☐	☐	☐	☐	☐	Strong
Cold	☐	☐	☐	☐	☐	Hot
Large	☐	☐	☐	☐	☐	Small
Bad	☐	☐	☐	☐	☐	Good

MYSELF AS AN AUTO MECHANIC

	very	sort of	neither	sort of	very	
Cold	☐	☐	☐	☐	☐	Hot
Sharp	☐	☐	☐	☐	☐	Dull
Nice	☐	☐	☐	☐	☐	Awful
Good	☐	☐	☐	☐	☐	Bad
Slow	☐	☐	☐	☐	☐	Fast
Soft	☐	☐	☐	☐	☐	Hard
Weak	☐	☐	☐	☐	☐	Strong
Sad	☐	☐	☐	☐	☐	Happy
Large	☐	☐	☐	☐	☐	Small

MYSELF AS A POLICEMAN

	very	sort of	neither	sort of	very	
Cold	☐	☐	☐	☐	☐	Hot
Sharp	☐	☐	☐	☐	☐	Dull
Nice	☐	☐	☐	☐	☐	Awful
Good	☐	☐	☐	☐	☐	Bad
Slow	☐	☐	☐	☐	☐	Fast
Soft	☐	☐	☐	☐	☐	Hard
Weak	☐	☐	☐	☐	☐	Strong
Sad	☐	☐	☐	☐	☐	Happy
Large	☐	☐	☐	☐	☐	Small

MYSELF AS AN ARTIST

	very	sort of	neither	sort of	very	
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Hard	☐	☐	☐	☐	☐	Soft
Weak	☐	☐	☐	☐	☐	Strong
Cold	☐	☐	☐	☐	☐	Hot
Large	☐	☐	☐	☐	☐	Small
Bad	☐	☐	☐	☐	☐	Good

MY FRIENDS

	very	sort of	neither	sort of	very	
Bad	☐	☐	☐	☐	☐	Good
Large	☐	☐	☐	☐	☐	Small
Cold	☐	☐	☐	☐	☐	Hot
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Weak	☐	☐	☐	☐	☐	Strong
Soft	☐	☐	☐	☐	☐	Hard

MY CLOTHES

	very	sort of	neither	sort of	very	
Happy	☐	☐	☐	☐	☐	Sad
Dull	☐	☐	☐	☐	☐	Sharp
Weak	☐	☐	☐	☐	☐	Strong
Hard	☐	☐	☐	☐	☐	Soft
Awful	☐	☐	☐	☐	☐	Nice
Hot	☐	☐	☐	☐	☐	Cold
Bad	☐	☐	☐	☐	☐	Good
Fast	☐	☐	☐	☐	☐	Slow
Small	☐	☐	☐	☐	☐	Large

D

MYSELF AS A FACTORY WORKER

	very	sort of	neither	sort of	very	
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Hard	☐	☐	☐	☐	☐	Soft
Weak	☐	☐	☐	☐	☐	Strong
Cold	☐	☐	☐	☐	☐	Hot
Large	☐	☐	☐	☐	☐	Small
Bad	☐	☐	☐	☐	☐	Good

MYSELF AS A NURSE

	very	sort of	neither	sort of	very	
Bad	☐	☐	☐	☐	☐	Good
Large	☐	☐	☐	☐	☐	Small
Cold	☐	☐	☐	☐	☐	Hot
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Weak	☐	☐	☐	☐	☐	Strong
Soft	☐	☐	☐	☐	☐	Hard

D

MY FAMILY

	very	sort of	neither	sort of	very	
Cold	☐	☐	☐	☐	☐	Hot
Sharp	☐	☐	☐	☐	☐	Dull
Nice	☐	☐	☐	☐	☐	Awful
Good	☐	☐	☐	☐	☐	Bad
Slow	☐	☐	☐	☐	☐	Fast
Soft	☐	☐	☐	☐	☐	Hard
Weak	☐	☐	☐	☐	☐	Strong
Sad	☐	☐	☐	☐	☐	Happy
Large	☐	☐	☐	☐	☐	Small

MYSELF AS A HAIRDRESSER

	very	sort of	neither	sort of	very	
Bad	☐	☐	☐	☐	☐	Good
Large	☐	☐	☐	☐	☐	Small
Cold	☐	☐	☐	☐	☐	Hot
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Weak	☐	☐	☐	☐	☐	Strong
Soft	☐	☐	☐	☐	☐	Hard

D

MYSELF AS A SCIENTIST

	very	sort of	neither	sort of	very	
Cold	☐	☐	☐	☐	☐	Hot
Sharp	☐	☐	☐	☐	☐	Dull
Nice	☐	☐	☐	☐	☐	Awful
Good	☐	☐	☐	☐	☐	Bad
Slow	☐	☐	☐	☐	☐	Fast
Soft	☐	☐	☐	☐	☐	Hard
Weak	☐	☐	☐	☐	☐	Strong
Sad	☐	☐	☐	☐	☐	Happy
Large	☐	☐	☐	☐	☐	Small

MYSELF AS A BUS DRIVER

	very	sort of	neither	sort of	very	
Happy	☐	☐	☐	☐	☐	Sad
Dull	☐	☐	☐	☐	☐	Sharp
Weak	☐	☐	☐	☐	☐	Strong
Hard	☐	☐	☐	☐	☐	Soft
Awful	☐	☐	☐	☐	☐	Nice
Hot	☐	☐	☐	☐	☐	Cold
Bad	☐	☐	☐	☐	☐	Good
Fast	☐	☐	☐	☐	☐	Slow
Small	☐	☐	☐	☐	☐	Large

D

MYSELF AS A HOSPITAL ORDERLY

	very	sort of	neither	sort of	very	
Happy	☐	☐	☐	☐	☐	Sad
Dull	☐	☐	☐	☐	☐	Sharp
Weak	☐	☐	☐	☐	☐	Strong
Hard	☐	☐	☐	☐	☐	Soft
Awful	☐	☐	☐	☐	☐	Nice
Hot	☐	☐	☐	☐	☐	Cold
Bad	☐	☐	☐	☐	☐	Good
Fast	☐	☐	☐	☐	☐	Slow
Small	☐	☐	☐	☐	☐	Large

MYSELF AS A PROFESSIONAL ATHLETE

	very	sort of	neither	sort of	very	
Cold	☐	☐	☐	☐	☐	Hot
Sharp	☐	☐	☐	☐	☐	Dull
Nice	☐	☐	☐	☐	☐	Awful
Good	☐	☐	☐	☐	☐	Bad
Slow	☐	☐	☐	☐	☐	Fast
Soft	☐	☐	☐	☐	☐	Hard
Weak	☐	☐	☐	☐	☐	Strong
Sad	☐	☐	☐	☐	☐	Happy
Large	☐	☐	☐	☐	☐	Small

D

MYSELF AS A COMPUTER PROGRAMMER

	very	sort of	neither	sort of	very	
Happy	☐	☐	☐	☐	☐	Sad
Dull	☐	☐	☐	☐	☐	Sharp
Weak	☐	☐	☐	☐	☐	Strong
Hard	☐	☐	☐	☐	☐	Soft
Awful	☐	☐	☐	☐	☐	Nice
Hot	☐	☐	☐	☐	☐	Cold
Bad	☐	☐	☐	☐	☐	Good
Fast	☐	☐	☐	☐	☐	Slow
Small	☐	☐	☐	☐	☐	Large

PLEASE CHECK BACK

Did you answer <u>every</u> item?

Do you have <u>only one</u> mark on each line?

THANK YOU FOR YOUR COOPERATION

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Field Research

S A M P L E

TELEVISION

	very	sort of	neither	sort of	very	
Happy	☐	☐	☐	☐	☐	Sad
Dull	☐	☐	☐	☐	☐	Sharp
Weak	☐	☐	☐	☐	☐	Strong
Hard	☐	☐	☐	☐	☐	Soft
Awful	☐	☐	☐	☐	☐	Nice
Hot	☐	☐	☐	☐	☐	Cold
Bad	☐	☐	☐	☐	☐	Good
Fast	☐	☐	☐	☐	☐	Slow
Small	☐	☐	☐	☐	☐	Large

E

MYSELF AS A TEACHER

	very	sort of	neither	sort of	very	
Bad	☐	☐	☐	☐	☐	Good
Large	☐	☐	☐	☐	☐	Small
Cold	☐	☐	☐	☐	☐	Hot
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Weak	☐	☐	☐	☐	☐	Strong
Soft	☐	☐	☐	☐	☐	Hard

ME - MYSELF

	very	sort of	neither	sort of	very	
Happy	☐	☐	☐	☐	☐	Sad
Dull	☐	☐	☐	☐	☐	Sharp
Weak	☐	☐	☐	☐	☐	Strong
Hard	☐	☐	☐	☐	☐	Soft
Awful	☐	☐	☐	☐	☐	Nice
Hot	☐	☐	☐	☐	☐	Cold
Bad	☐	☐	☐	☐	☐	Good
Fast	☐	☐	☐	☐	☐	Slow
Small	☐	☐	☐	☐	☐	Large

E

MYSELF AS A FACTORY WORKER

	very	sort of	neither	sort of	very	
Bad	☐	☐	☐	☐	☐	Good
Large	☐	☐	☐	☐	☐	Small
Cold	☐	☐	☐	☐	☐	Hot
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Weak	☐	☐	☐	☐	☐	Strong
Soft	☐	☐	☐	☐	☐	Hard

MYSELF AS A STORE CLERK

	very	sort of	neither	sort of	very	
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Hard	☐	☐	☐	☐	☐	Soft
Weak	☐	☐	☐	☐	☐	Strong
Cold	☐	☐	☐	☐	☐	Hot
Large	☐	☐	☐	☐	☐	Small
Bad	☐	☐	☐	☐	☐	Good

E

MYSELF AS A NURSE

	very	sort of	neither	sort of	very	
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Hard	☐	☐	☐	☐	☐	Soft
Weak	☐	☐	☐	☐	☐	Strong
Cold	☐	☐	☐	☐	☐	Hot
Large	☐	☐	☐	☐	☐	Small
Bad	☐	☐	☐	☐	☐	Good

MYSELF AS A SECRETARY

	very	sort of	neither	sort of	very	
Cold	☐	☐	☐	☐	☐	Hot
Sharp	☐	☐	☐	☐	☐	Dull
Nice	☐	☐	☐	☐	☐	Awful
Good	☐	☐	☐	☐	☐	Bad
Slow	☐	☐	☐	☐	☐	Fast
Soft	☐	☐	☐	☐	☐	Hard
Weak	☐	☐	☐	☐	☐	Strong
Sad	☐	☐	☐	☐	☐	Happy
Large	☐	☐	☐	☐	☐	Small

E

MYSELF AS A HAIRDRESSER

	very	sort of	neither	sort of	very	
Cold	☐	☐	☐	☐	☐	Hot
Sharp	☐	☐	☐	☐	☐	Dull
Nice	☐	☐	☐	☐	☐	Awful
Good	☐	☐	☐	☐	☐	Bad
Slow	☐	☐	☐	☐	☐	Fast
Soft	☐	☐	☐	☐	☐	Hard
Weak	☐	☐	☐	☐	☐	Strong
Sad	☐	☐	☐	☐	☐	Happy
Large	☐	☐	☐	☐	☐	Small

MYSELF AS AN ARTIST

	very	sort of	neither	sort of	very	
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Hard	☐	☐	☐	☐	☐	Soft
Weak	☐	☐	☐	☐	☐	Strong
Cold	☐	☐	☐	☐	☐	Hot
Large	☐	☐	☐	☐	☐	Small
Bad	☐	☐	☐	☐	☐	Good

MY FRIENDS

	very	sort of	neither	sort of	very	
Bad	☐	☐	☐	☐	☐	Good
Large	☐	☐	☐	☐	☐	Small
Cold	☐	☐	☐	☐	☐	Hot
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Weak	☐	☐	☐	☐	☐	Strong
Soft	☐	☐	☐	☐	☐	Hard

MY CLOTHES

	very	sort of	neither	sort of	very	
Happy	☐	☐	☐	☐	☐	Sad
Dull	☐	☐	☐	☐	☐	Sharp
Weak	☐	☐	☐	☐	☐	Strong
Hard	☐	☐	☐	☐	☐	Soft
Awful	☐	☐	☐	☐	☐	Nice
Hot	☐	☐	☐	☐	☐	Cold
Bad	☐	☐	☐	☐	☐	Good
Fast	☐	☐	☐	☐	☐	Slow
Small	☐	☐	☐	☐	☐	Large

E

MYSELF AS A WAITRESS

	very	sort of	neither	sort of	very	
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Hard	☐	☐	☐	☐	☐	Soft
Weak	☐	☐	☐	☐	☐	Strong
Cold	☐	☐	☐	☐	☐	Hot
Large	☐	☐	☐	☐	☐	Small
Bad	☐	☐	☐	☐	☐	Good

MYSELF AS A BUS DRIVER

	very	sort of	neither	sort of	very	
Bad	☐	☐	☐	☐	☐	Good
large	☐	☐	☐	☐	☐	Small
Cold	☐	☐	☐	☐	☐	Hot
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Weak	☐	☐	☐	☐	☐	Strong
Soft	☐	☐	☐	☐	☐	Hard

MY FAMILY

	very	sort of	neither	sort of	very	
Cold	☐	☐	☐	☐	☐	Hot
Sharp	☐	☐	☐	☐	☐	Dull
Nice	☐	☐	☐	☐	☐	Awful
Good	☐	☐	☐	☐	☐	Bad
Slow	☐	☐	☐	☐	☐	Fast
Soft	☐	☐	☐	☐	☐	Hard
Weak	☐	☐	☐	☐	☐	Strong
Sad	☐	☐	☐	☐	☐	Happy
Large	☐	☐	☐	☐	☐	Small

MYSELF AS AN AUTO MECHANIC

	very	sort of	neither	sort of	very	
Bad	☐	☐	☐	☐	☐	Good
Large	☐	☐	☐	☐	☐	Small
Cold	☐	☐	☐	☐	☐	Hot
Sad	☐	☐	☐	☐	☐	Happy
Dull	☐	☐	☐	☐	☐	Sharp
Fast	☐	☐	☐	☐	☐	Slow
Nice	☐	☐	☐	☐	☐	Awful
Weak	☐	☐	☐	☐	☐	Strong
Soft	☐	☐	☐	☐	☐	Hard

MYSELF AS A DOCTOR

	very	sort of	neither	sort of	very	
Cold	☐	☐	☐	☐	☐	Hot
Sharp	☐	☐	☐	☐	☐	Dull
Nice	☐	☐	☐	☐	☐	Awful
Good	☐	☐	☐	☐	☐	Bad
Slow	☐	☐	☐	☐	☐	Fast
Soft	☐	☐	☐	☐	☐	Hard
Weak	☐	☐	☐	☐	☐	Strong
Sad	☐	☐	☐	☐	☐	Happy
Large	☐	☐	☐	☐	☐	Small

MYSELF AS A MODEL

	very	sort of	neither	sort of	very	
Happy	☐	☐	☐	☐	☐	Sad
Dull	☐	☐	☐	☐	☐	Sharp
Weak	☐	☐	☐	☐	☐	Strong
Hard	☐	☐	☐	☐	☐	Soft
Awful	☐	☐	☐	☐	☐	Nice
Hot	☐	☐	☐	☐	☐	Cold
Bad	☐	☐	☐	☐	☐	Good
Fast	☐	☐	☐	☐	☐	Slow
Small	☐	☐	☐	☐	☐	Large

E

MYSELF AS A HOUSE CLEANER

	very	sort of	neither	sort of	very	
Happy	☐	☐	☐	☐	☐	Sad
Dull	☐	☐	☐	☐	☐	Sharp
Weak	☐	☐	☐	☐	☐	Strong
Hard	☐	☐	☐	☐	☐	Soft
Awful	☐	☐	☐	☐	☐	Nice
Hot	☐	☐	☐	☐	☐	Cold
Bad	☐	☐	☐	☐	☐	Good
Fast	☐	☐	☐	☐	☐	Slow
Small	☐	☐	☐	☐	☐	Large

MYSELF AS AN AIRLINE STEWARDESS

	very	sort of	neither	sort of	very	
Cold	☐	☐	☐	☐	☐	Hot
Sharp	☐	☐	☐	☐	☐	Dull
Nice	☐	☐	☐	☐	☐	Awful
Good	☐	☐	☐	☐	☐	Bad
Slow	☐	☐	☐	☐	☐	Fast
Soft	☐	☐	☐	☐	☐	Hard
Weak	☐	☐	☐	☐	☐	Strong
Sad	☐	☐	☐	☐	☐	Happy
Large	☐	☐	☐	☐	☐	Small

E

MYSELF AS A COMPUTER PROGRAMMER

	very	sort of	neither	sort of	very	
Happy	☐	☐	☐	☐	☐	Sad
Dull	☐	☐	☐	☐	☐	Sharp
Weak	☐	☐	☐	☐	☐	Strong
Hard	☐	☐	☐	☐	☐	Soft
Awful	☐	☐	☐	☐	☐	Nice
Hot	☐	☐	☐	☐	☐	Cold
Bad	☐	☐	☐	☐	☐	Good
Fast	☐	☐	☐	☐	☐	Slow
Small	☐	☐	☐	☐	☐	Large

PLEASE CHECK BACK

Did you answer <u>every</u> item?

Do you have <u>only one</u> mark on each line?

THANK YOU FOR YOUR COOPERATION