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Career Aspirations and Gender Identity in Coed and Single Sex High Schools

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by

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Abstract

The purpose of this study is to assess the impact of gender identity, the high school sex ratio and their interaction on the school career aspirations and self images of private parochial high school juniors in the Worcester area. In this four school study single sex high school student populations are compared to coed student populations which are 66% female and 50% female respectively. Sex ratio will be linked to career interests and self images within each school and in the study population as a whole. Analyses revealed gender identity strongly influences ones career aspirations, especially at single sex high schools.

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Introduction

Last year Michelle Boudreau and Katie Croteau, a Worcester Polytechnic Institute IQP team, conducted a gender comparative study on the career aspirations of males and females attending private and charter high schools in the Worcester area. Another team, Laura Handler and Pat Hogan, studied the public school students. A statistical analysis was conducted and both teams concluded that Worcester students appeared to be making little or no progress towards gender equity in most career areas. There were, however, two exceptions in the greater interest of the current female students in law and medicine, especially in the public schools. If these students actually carried through with these plans this would change the sex ratio in those two professions to a noticeable degree. Overall, the private school students (especially those at parochial schools) were more likely to stick to professions traditionally carried out by people of their sex.

These results were very interesting, so this year we conducted a more detailed examination of career choice. We wanted to know how gender mix (% female) in a school affects the aspirations and self image of the students in roughly comparable private parochial high schools. The private parochial schools exhibited the largest relationship between sex and career choice of all the schools in the prior study, but there was a notable omission in the parochial school sample the year before. The one school in Worcester, public or private, that had not participated was all female. Our job was to be sure they participated this year so we built our study around that school. We would take advantage of the fact that among the parochial schools one was all female, one about 66%

female and one about 50% female. A nearby all male parochial school outside of Worcester was also recruited to participate in the study.

More specifically, we wanted to look into:

- The career aspirations of males vs. females and females vs. females based on school sex mix
- Post high school plans and any concerns students may have regarding college acceptance and/or career interest overall by sex (The subjects covered at all the schools in the study done the previous year)
- The distribution of gender self images among males and females depending on the proportion of students of the opposite sex among their classmates
- Determine whether gender self image differences affect the pattern of career aspirations expressed by the students based on school sex mix

To do this analysis a two page survey, comparable to last year's survey, was distributed among high school juniors at four parochial high schools in the Worcester area. However, this year the private parochial survey included a new section titled "self image". This "self image" section is a tool commonly used to measure gender identity called the *Bem Sex Role Inventory* (BSRI). The BSRI is defined as an individual's expression of masculine and feminine personality traits rather than biological sex. (Ozkan, 2005) Similar to last year's study the students also answered questions regarding their career interests, post high school plans, and concerns regarding their futures. This part of the questionnaire was revised based on the results from the year before. Other WPI student

teams would take this revised survey to all the other public and private high schools that had participated in the study last year. However, in the public schools the BSRI would not be used.

In our study, key variables that were analyzed include, gender, career interest, type of school, parental occupations, post high school plans, concerns regarding college acceptance, and self image. Each of these variables, whether a component of last year's study or not, were all incorporated into the new survey. All results were recorded in Excel and later imported into SPSS for the statistical analysis. A copy of the survey is to be found in Appendix A.

In addition, a parallel study (using the same survey instrument and coding system) is being done by another Worcester Polytechnic Institute student, Kathy Kazinik. This study was completed in three smaller private high schools in Worcester and the two coed private parochial schools from this study. The distinctive part of Kathy's study is that after students aspiring to the same career were identified she would find those who differed on the BEM and interview them to see what was attractive about, say engineering to masculine and feminine males and females. Her hypothesis is basically that feminine students of both sexes are attracted to service careers and must construe a technical field in these terms before wanting to pursue it. Masculine students will focus on the tangible benefits of the career such as authority, prestige and salary. We wish her luck.

The purpose of our study is to assess school sex mix and its effects on career aspirations and self images of students. The major goal of this study was to link gender mix, career interests and self images within each school and in the study population as a whole.

Literature Review

Single Sex Education

Until the early 20th century, United States high schools were separated by sex. Then in the 1900's economic need surpassed societal beliefs and schools became coeducational in an effort to preserve funds by combining resources. Soon coeducational public schools began to thrive. (Tyack & Hansot, 1990) Vocational education of males and females also began in an effort to solve the dropout problem of males and secure women's place in society through job training. Males were typically offered woodshop and industrial courses and females were offered home economics and secretarial training. Essentially, coeducation schools were preparing males and females for differing roles in life even though they were in the same building. Recent research suggests that a gender bias in coeducational schools persists to this day. (Sadker & Sadker, 1994)

However, in 1972, Title IX was passed in an effort to end the gender bias in public education. It mandated equal opportunity to young men and women in both curricular offerings and athletics. More recently, Title IX has been used in legal decisions to force public single sex programs to close or become coed. But, it was also in the years following the passages of Title IX that single sex education interests rose. (Datnow, 2001)

As a result, in May 2002, the US Department of Education announced that it intended to revise its regulation on single sex education in order to provide school systems with more incentives and flexibility in setting up schools specifically for boys or girls (NASBE). The policy shift was made possible when a provision was added to the No Child Left

Behind Act. This provision designated "same gender schools and classrooms (consistent with federal law)" as innovative programs for which districts can use federal funds. This created an extraordinary surge of interest in single sex public education. There was finally a growing recognition that females and males really do learn differently and single sex education need not enforce sex stereotypes, but might actually help to weaken them.

Within the past five years evidence has shown that single sex classrooms can indeed break down gender stereotypes. Females in a single sex environment are more likely to take science, math and information technology classes. Similarly, males in a single sex environment are more likely to pursue interests in art, music, drama and foreign languages. All in all both females and males have more freedom to explore their own interests and abilities in a single sex environment. (NASBE, 2002)

The debate between single sex education advocates and coeducational advocates has existed in the United States for several years. Supporters of single sex education state that when detached from the sexual biases common to gender mix environments, many students demonstrate more dedication to academics, fewer sexually stereotyped behaviors and higher achievement than students in a coeducational environment. (NASBE)

The advantages of single sex education for females fall into three categories: (i) expanded educational opportunity, (ii) competition and (iii) leadership. First, in a single sex classroom females are more likely to explore "non-traditional" subjects such as math, physics, and computer science. This finding is extremely robust in every age group and in

several countries. Second, females will ignore gender stereotypes and develop a more competitive edge in a single sex environment. Observers claim that this is because there are no males to impress and they don't have to worry about being teased. Third, females in a single sex environment are more likely to take on leadership roles. They don't have males competing with them for class president or simply to answer a question in math class. Generally, females in a non-male environment will aspire to higher achievements and greater leadership. (Kennedy)

When it comes to males some say that single sex education is 'good for girls but bad for boys'. However, this is not true. A study conducted by researchers at Cambridge University in the UK examined the effects of single sex classrooms in schools in four different environments including rural, suburban and inner city schools. They found that in a coeducational environment only one-third of males had been earning passing grades in German and French, prior to their shift to a single sex environment. After the change to single sex classrooms, 100% of males earned passing grades. (Henry, 2003)

The advantages of single sex education for males fall into two basic categories: (i) teachers can customize their teach styles to males and (ii) freedom to be themselves. First, males and females have different learning styles and in a single sex school teachers can more easily customize their curriculum to the interests of males. Males in a non-female environment will also explore art, music and drama. Second, males in a single sex environment do not have any females to impress. They can finally be themselves and not have to worry about being teased for expressing interest in music or drama. (Kennedy)

In a single sex environment gender stereotypes typically fade into the background. Both females and males are able to express themselves freely and pursue their own interests. They are able to avoid the name calling and participate in a curriculum that is custom to their sex. In general, both females and males can benefit both academically and socially in a single sex environment. (Kennedy)

Opponents to single sex education believe that efforts to implement a few single sex schools will take away resources from the more important goal of improving public school education overall. They also worry that tampering with the Title IX regulations would undermine decades of work in bringing equality to male and female education. This could also lead to more, rather than less, sex bias and stereotypes. (NASBE)

There are also several issues to consider when looking at single sex education. First, restricting enrollment in a public school program according to sex has been seen in the past as a violation of Title IX. Second, there is the possibility of higher costs for operating a single sex school. Third, who gets to attend the schools, especially if the schools are receiving extra resources? Fourth, more costs arise for training of teachers and staff and ensuring that girls and boys programs remain comparable.

Some opponents of single sex schools are not totally against the idea of customized teaching to both males and females. Most experts agree that the successes of single-sex schools are due in part to strategies that can be easily implemented in a coeducational environment. For example, some public schools may want to implement smaller class

sizes, a new academic curriculum and clearly define their mission statements. Also although Title IX generally restricts single sex programs in public high schools, some schools could start programs that cater to one sex without excluding the other. For example, a computer club designed to encourage females' interest of technology but also permits males to join. Overall, opponents of single sex schools do wish to improve the education system, just not with single sex education.

The single sex education debate is likely to continue for many years in the United States. Although there are a number of private single sex schools, coeducation in public schools has been firmly established for over a century. Therefore, it will be some time before there are substantial numbers of public single sex schools.

BEM Sex Role Inventory

Sandra Lipitz Bem is a noted psychologist and women's studies professor who initiated work on psychological androgyny and gender. She has created a substantial body of work regarding sex role stereotyping and its effects on individual psychology. Her initial work regarding sex roles and sex typing focused on her concept of androgyny. Androgyny was considered to be a contradiction to the adoption of behaviors and attitudes that were culturally consistent with one's sex. In order to test her theory Bem needed to derive a psychological measurement that could assess an individual's observance to sex typed personality traits and account for the possibility of androgyny. Of course, there were existing tests which measures masculinity and femininity traits. However, no measurement tool existed that treated masculinity and femininity as separate scales and unequally. Bem wanted to create a scale that measured masculinity and femininity equally and then developed the Bem Sex Role Inventory (BSRI).

The BSRI was developed by Sandra Lipitz Bem in 1974 to measure masculine, feminine and androgynous personality traits among males and females. The BSRI consists of sixty personality traits; twenty masculine, twenty feminine and twenty non-gender related items. An individual, rates each item on a 7 point scale on how true each of the characteristics is for them. Since the mean score is 4.5, anyone above this is seen as possessing feminine or masculine traits. (Bettis, 1994)

Traits are regarded as "masculine" if they are considered to be more suitable for men then women in terms of cultural stereotypes. Similarly, those traits considered to be

"feminine" are more suitable for women then men. One of the unique characteristics of the BSRI is that it measures androgyny and undifferentiated characteristics. An androgynous person is one who scores high (above 4.5) on both the feminine and masculine scales. An undifferentiated person is one who scores low (below 4.5) on both the feminine and masculine scales. Along with the belief that masculinity and femininity are separate, Sandra also believed that "androgynous individuals who possessed both masculine and feminine traits were 'truly effective and well functioning'". (Bettis, 1994)

In addition, a sex typed individual would be one who's psychological gender matches their physical sex. A sex reversed individual would be a person whose psychological gender is the opposite of their physical sex. An androgynous individual would be an individual possessing both masculine and feminine traits. An undifferentiated person possesses very few masculine or feminine traits.

After creating the BSRI and testing its validity Bem applied the BSRI experimentally to measure the behavioral markers and psychological flexibility of the various groups (masculine, feminine, androgynous, undifferentiated). A study was conducted to see how psychological androgynous subjects would compare to sex typed subjects when given the chance to perform either a stereotypical or non-stereotypical activity. Bem found that the sex typed individuals were more likely to choose the stereotypical activity, even when doing so cost them money. Furthermore, sex typed individuals were more likely to report feelings of displeasure when performing non-stereotypical tasks than androgynous individuals. (Koesterer)

Further studies were done to asses the differences between psychologically masculine, feminine and androgynous individuals. One study measured the ability of individuals to present a minority opinion, an ability that is considered masculine. Both the psychologically masculine and psychologically androgynous individuals scored higher than the psychologically feminine individuals. Another study was done to compare the nurturing behaviors, culturally feminine, of the various groups. Bem found that psychologically androgynous individuals displayed the same amount of nurturing behavior, sometimes even more, than psychologically feminine individuals. This surprising finding was tested further and it was found that psychologically androgynous individuals displayed consistent amount of nurturing behavior while psychologically feminine individuals showed more nurturing behavior when there was little ambiguity involved. From these findings, Bem concluded that psychological androgyny provided the best flexibility of behavior and thought. (Koesterer)

In addition to creating the BSRI Sandra Bem authored a book called *Lenses of Gender*. This book looks at femininity and masculinity in depth. The book begins with western societies three main beliefs concerning men and women. The first belief is that "men and women have fundamentally different psychological and sexual natures" (Bem, 1993, 1). The second belief is that "men are inherently the dominant or superior sex" (Bem, 1993, 1). The final belief is that "both male-female difference and male dominance are natural" (Bem, 1993, 1). Bem believed that at one point in time people saw this way of thinking as being created by God but now it is seen as a natural evolution of humans and it shapes our everyday lives. (Bettis, 1994)

On the second page of her book Bem states the following:

> The purpose of this book is to render those lenses visible rather than invisible, to enable us to look at culture's gender lenses rather than through them, for it is only when Americans apprehend the more subtle and systematic ways in which the culture reproduces male power and they will finally comprehend the unfinished business of the feminists agenda. (Bem, 1993, 2)

There are three lenses that Bem discusses; (i) androcentrism, (ii) gender polarization, and (iii) biological essentialism.

The first lens, androcentrism, or male centeredness describes how society is structured. Male experiences are seen as standard or the norm while female experiences are sex specific deviations from the norm. This does not mean that males are necessarily superior but that man is treated as human and women as other. The second lens, gender polarization, uses the differences in men and women to structure society. The masculine way of doing something is simply and usually seen as the correct way. The third and final lens is biological essentialism. This seems to influence society the most with the argument that since men and women are sexually different they must also play different roles in life. (Bettis, 1994)

The BSRI is used to measure gender self identity. An individual rates themselves on a seven point scale. Again there are a total of sixty questions; 20 feminine, 20 masculine and 20 neutral. The mean score is 4.5 and an individual scoring above this in one of the

three columns is seen as feminine, masculine or neutral. An individual can also be seen as androgynous if they score above 4.5 in both the feminine and masculine categories. Gender self identity can then be related to career interests and gender stereotypes will be challenged.

Methodology

The survey, shown in Appendix A, was jointly created by two Worcester Polytechnic Institute teams in 2004-2005. This year to improve the study and obtain more reliable data the survey was revised. Comparable to last year it addresses different levels of interests of various careers, post high school plans and career concerns. Also, an additional section titled "self image" was added to relate career choice with masculinity and femininity to make room for the BSRI. In addition, about ten careers were added which allowed for more detail and career advice value to the aspiration results.

The first section of the survey simply allows us to obtain information about the student. They are prompted to enter their name, school, gender, guidance counselor and parents/guardians occupations. Gender was one of the most important items. As it would be the basis for our study to compare male and female career choices and self images. The name and guidance counselor items were included on the survey so that the survey could be returned to the schools for use by their staff.

The second section of the survey listed 23 different career choices and asked the student to rate their interest on a scale from 1-4, 1 being "no interest" and 4 being "very interested". Last year the career categories were chosen based on the general categories that make up most of today's careers. The students were encouraged not to take money, education, or parental concerns into consideration when rating each career. This would allow for a more accurate comparison between high interests (3 & 4) and low interest (1 & 2) because it would not just measure where they think they will end up.

At the end of this section, the student was encouraged to list any specific career aspirations. This would assist in identifying the students' seriousness towards one of the more generalized categories from the section above and cover any lapses in the list. In addition discovering what specific career the student was interested in would assist in identifying how prepared the student is for pursuing that career. It would also provide additional information to guidance counselors when assisting the students in college choices.

Parallel to last years study, post high school plans and career concerns questions were asked. To assess the students' post graduation plans a number of items ranging from 4 year college to military or marriage were included at the end of the career aspirations items. This question gives an indication about how informed/serious the student is about pursuing his/her career interest.

The career concerns items included three statements with three possible responses. The student may check more than one response for each statement. The first statement relates to doubt about being accepted to college. The second statement refers to concerns about attending college. Finally, the third statement refers to any concerns about the student feeling unprepared for their career interest. The student also has the chance to list any additional concerns that may not have been included in the three statements. Overall, these items deal with the obstacles the students feel are preventing them from pursuing their career choice "dreams".

The next section refers to any gender related barriers. The first questions asks the student to indicate "how likely" it is that they would work in a field that "relatively few people" of their sex work in. Then they are asked to indicate their parents reactions, ranging from both would oppose to both would be supportive. These questions allow us to notice if their parents may be affecting their career choices.

The last section of the survey includes the new self image items. Last year very interesting results were obtained from the private schools; gender stereotypes were apparent. This component is an additional section added to attempt to discover why these stereotypes exist. We are going to try to relate career interests to self image using the Bem Sex Role Inventory (BSRI).

As noted earlier, in the BSRI, there are a total of 60 items; 20 masculine, 20 feminine and 20 neutral. The student is prompted to rate themselves on how true each item is on a scale from 1 to 7, 1 being never true to 7 always true. A score above 4.5 will indicate whether the student has masculine, feminine, androgynous or undifferentiated traits.

We can then measure the number of masculine-females interested in engineering, a male oriented profession, versus the number of feminine-females interested in engineering. And similarly measure the number of masculine-males interested in teaching, a male oriented profession, versus the number of feminine-males interested in teaching. This will

allow us to see if there is a relationship between career aspirations and self image. The survey is attached in Appendix A.

Results

Gender vs. Career Aspirations Overall

The survey was administered to the junior class at four private Catholic high schools in the Worcester Area. The response rates from each school are displayed in Table 1 below. It is clear from this table that our data may represent the population as a whole.

Table 1 – Response Rates

	Expected	Actual	Response Rate	Male	% Male w/in school	Female	% Female w/in school
Notre Dame	70	59	84.3%	0	0.0%	59	100.0%
Holy Name	190	167	88.4%	64	38.3%	103	61.7%
St. Peter Marian	185	156	84.3%	76	48.7%	80	51.2%
St. John's	150	99	66.0%	99	100.0%	0	0.0%

Table 2 displays male, female and overall interest (those who chose a 3 or 4) for each of the careers on the survey.

Table 2 – Raw Data and Percentages of Interest (3 or 4) for all careers

	Male	Male %	Female	Female %	Total	Total %
Teaching	41	17.2%	75	31.5%	116	24.3%
Engineering	93	38.9%	34	14.2%	127	26.5%
Physical Sci.	47	19.8%	25	10.4%	72	15.1%
Info. Tech.	59	24.8%	18	7.4%	77	16.1%
Computers	61	25.6%	28	11.7%	89	18.6%
Business	147	61.8%	105	43.8%	252	52.7%
Trade	49	20.5%	5	2.1%	54	11.3%
Med. Pract.	60	25.2%	115	47.7%	175	36.5%
Med. Supp.	36	15.2%	67	27.9%	103	21.6%
Med. Other	41	17.2%	79	32.8%	120	25.1%
Legal	78	32.8%	77	32.1%	155	32.4%
Perf. Arts	25	10.5%	71	29.7%	96	20.0%
Visual Arts	31	13.1%	91	37.6%	122	25.4%
Musical Arts	48	20.2%	47	19.6%	95	19.9%
Media	78	32.9%	72	30.0%	150	31.5%
Food Service	48	20.1%	43	17.8%	91	18.9%
Serv. Industry	35	14.7%	48	19.9%	83	17.3%
Social Serv.	25	10.5%	84	34.7%	109	22.7%
Civil Serv.	66	27.8%	17	7.0%	83	17.4%
City Admin.	19	8.0%	7	2.9%	26	5.4%

Elected Pol.	30	12.7%	18	7.5%	48	10.0%
Gov. Service	36	15.1%	22	9.1%	58	12.1%
International Pol.	39	16.4%	29	12.0%	68	14.3%

From the table above it is apparent that overall the students are most interested in business with 52.7% of the total student expressing interest. The males are also most interested in business with 61.8% of males expressing interest. The females are most interested in medical practice with 47.7% of females expressing interest. In addition it seems overall the private parochial high schools students are least interested in city administration with only 5.4% expressing interest. This was also the least interested career within the males where only 8% expressed interest. Within the females the trades expressed the least amount of interest with only 2.1%. Below are the results of some of the individual careers between males and females.

Gender vs. Career Aspirations vs. School Sex Mix

Having examined the results of the population as a whole, attention will now be directed to specific career results found in each school to see if it is related to the sex mix (% female). The following careers were chosen based on the results from last years' study and the results above. A significance test will also be mentioned if there is a statistically significant relationship between school sex mix and career interest. Also note that throughout the paper when discussing interest in a career the "pretty interested" and "very interested" categories are combined together unless otherwise specified.

To gender "stereotype" each career, the Current Population Survey (CPS) is used. The CPS provides data on the labor force, employment and unemployment. Using this data the Bureau of Labor Statistics (BLS) compiles an annual average on the workforce as a whole. A table of the number of workers by gender and weekly earnings is provided on the BLS site for the year 2003. It is assumed that these numbers have not changed significantly from 2003 to the present day. Therefore, the statistics are used as if they were characteristic of the current work force. (Handler, 21)

The first career to be discussed is teaching. Taken from last years studies, the BLS, estimates about 72% of teachers are female. (Handler, 22) Therefore, teaching is a female-oriented profession for the purpose of this study, though that is probably not true of high school science teachers, and specific "shop" and "athletic" specialties.

Table 3 – Female Interest in Teaching

	Teaching					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	23 41.1%	16 28.6%	9 16.1%	8 14.3%	56 94.9%	59 100.0%
HN (66% Female)	36 35.0%	34 33.0%	16 15.5%	17 16.5%	103 100.0%	103 100.0%
SPM (50% Female)	25 31.6%	34 36.7%	16 19.0%	17 12.7%	79 98.8%	80 100.0%
Total Females	84 35.3%	79 33.2%	40 16.8%	35 14.7%	238 98.3%	242 100.0%

Table 3 displays the interests of females in teaching based on school sex mix. Notre Dame, the all female school, had the largest percentage of females not interested in teaching (41.1%). Notre Dame also had the smallest percentage of females interested in teaching (30.4%). Holy Name, 66% female, had 35.0% of the females not interested in teaching and 32% of females interested in teaching. Saint Peter Marian, 50% female, had 31.5% of females not interested in teaching and 31.7% of females interested in teaching. Although there is not a significant difference between the schools, overall it is apparent that at the extreme those females in a non male environment are less likely to pursue a career in teaching, a female oriented profession. The difference is also a clear trend, 10% difference in all female schools favoring not interested, to 5% difference, favoring not interested at the female majority school to no difference at the 50% coed female parity school.

Table 4 – Male Interests in Teaching

	Teaching					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	49 49.5%	33 33.3%	15 15.2%	2 2.0%	99 100.0%	99 100.0%
SPM (50% Male)	43 56.5%	22 28.9%	8 10.5%	3 3.9%	76 100.0%	76 100.0%
HN (34% Male)	26 40.6%	25 39.1%	9 14.1%	4 6.3%	64 100.0%	64 100.0%
Total Males	118 49.4%	80 33.5%	32 13.4%	9 3.8%	239 100.0%	239 100.0%

Table 4 displays the interests of males in teaching based on school sex mix. Holy Name, only 34% male, had the smallest percentage of males not interested in teaching (40.6%) and the largest percentage of males very interested in teaching (6.3%). Saint Peter Marian, 50% male, had 3.9% of males interested in teaching. Finally, Saint John's had only 2.0% of males very interested in teaching. Again a modest trend at the extreme is evident.

Overall, it is apparent that nearly four times as many females are interested in teaching (14.7%) as males (3.8%) and there are some slight differences in interest depending on

sex mix (%female). This occupational difference seems likely to persist into the next generation and would diminish only slightly if single sex female schools were the norm. However, it would lead to a teacher shortage if both sexes were segregated, as women would lose interest and men would not gain interest. The men in school with female majority are the ones more likely to seek this career. Although some differences were apparent there was no statistical significance between school sex mix and career interest.

The next two tables break down the levels of interest in engineering for females and males. According to last years studies, the BLS estimates about 84% of engineering, architecture and physical science jobs are held by men (Handler, 23). As a result, engineering is male dominated and typically viewed as a male oriented profession.

Table 5 – Female Interest in Engineering

	Engineer					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	34 57.6%	11 18.6%	10 16.9%	4 6.8%	59 100.0%	59 100.0%
HN (66% Female)	81 79.4%	12 11.8%	5 4.9%	4 3.9%	102 99.0%	103 100.0%
SPM (50% Female)	57 72.2%	11 13.9%	7 8.9%	4 5.1%	79 98.8%	80 100.0%
Total Females	172 71.7%	34 14.2%	22 9.2%	12 5.0%	240 99.2%	242 100.0%

Table 5 displays the percentage of female interests in engineering based on school sex mix. The results of this table are much more striking. This table displays a much clearer difference between the schools than Table 3. There was a much larger percentage difference between the all female school and the mixed gender schools in both the not interested and the two interested (pretty and very) categories combined. In addition the female chi square test indicates that there is a statistically significant difference between school sex mix and interest in engineering (chi squared value of 0.048).

Table 6 – Male Interest in Engineering

	Engineer					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	33 33.3%	28 28.3%	23 23.2%	15 15.2%	99 100.0%	99 100.0%
SPM (50% Male)	20 26.3%	29 38.3%	19 25.0%	8 10.5%	76 100.0%	76 100.0%
HN (34% Male)	16 25.0%	20 31.3%	16 25.0%	12 18.8%	64 100.0%	64 100.0%
Total Males	69 28.9%	77 32.2%	58 24.3%	35 14.6%	239 100.0%	239 100.0%

Table 6 displays the percentage of male interest in engineering based on school sex mix. All three schools showed similar patterns of interest between males which is consistent with previous studies.

As shown above there is a significant difference between schools in the female data but there is not a significant difference between schools in the male data. However, overall there is a significant difference in levels of interest between females (as a whole 14.2%) and males (38.9%). In this case the next generation could see some change toward equity, as the field is now 84% male and the pattern of aspirations we are examining suggests that only a 2:1 or 3:1 advantage to men, rather than the current 5:1 advantage.

Tables 7 and 8 display female and male interests in another typically male oriented profession, computer technology. According to the BLS, over 72% of computer related jobs are held by men. (Handler, 24)

Table 7 – Female Interest in Computers

	Comp.					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	38 66.7%	10 17.5%	7 12.3%	2 3.5%	57 96.6%	59 100.0%
HN (66% Female)	74 71.8%	18 17.5%	7 6.8%	4 3.9%	103 100.0%	103 100.0%
SPM (50% Female)	63 78.8%	9 11.3%	6 7.5%	2 2.5%	80 100.0%	80 100.0%
Total Females	175 72.9%	37 15.4%	20 8.3%	8 3.3%	240 99.2%	242 100.0%

Similar to the results in the engineering field (Table 5) there was a larger percentage of females interested in computers at Notre Dame (15.8%) than at Holy Name (10.7%) and St. Peter Marian (10.0%). Although there is a small difference between female interests based on school sex mix the difference is not statistically significant across the board. It is visible only at the extremes, but fits with prior data, 12% fewer saying they are not at all interested in the 100% female school, than the female parity (50%) school, and the female majority school is in the middle 5% more, expressing no interest than at the all female high school.

Table 8 – Male Interest in Computers

	Comp.					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	41 41.4%	32 32.3%	20 20.2%	6 6.1%	99 100.0%	99 100.0%
SPM (50% Male)	38 50.7%	25 33.3%	9 12.0%	3 4.0%	75 98.7%	76 100.0%
HN (34% Male)	27 42.2%	14 21.9%	15 23.4%	8 12.5%	64 100.0%	64 100.0%
Total Males	106 44.5%	71 29.8%	44 18.5%	17 7.1%	238 99.6%	239 100.0%

The data in Table 8 isn't as clean as the data in Table 6. Surprisingly, the males at Holy Name, only 34% male, have the highest percentage of students interested in a computer career (35.9%) related careers. Whereas, St. Peter Marian, half male, had the least interest in computer relates careers (16.0%). Overall, it seems that there is no relationship between proportion of female and male interest in computing. The distribution is probably random, but at least there is no support for the theory that interest in computers among men is related to the percentage of males in the school. It is not "just another" technical field identical to engineering. The pattern is different especially at St. Peter Marian; due to less than expected interest among males, at least compared to engineering.

Again although there is only a small difference in interests between the schools, there is a much larger difference in interest between females and males. Only 11.6% of females expressed interest in pursing a computer related career, while 25.6% of males expressed interest in pursuing a computer related career.

Next, business interests will be compared for females and males. Business is a neutral career; the BLS indicates that about 50.8% of the business work force is male and 49.2% is female. (Handler, 24) Business is probably the least gender biased career choice; of course men and women could be in different fields of production and marketing ranging from cosmetics to fishing equipment.

Consistent with the previous data the females at Notre Dame are slightly more interested in a business career than the females at Holy Name and St. Peter Marian.

Table 9 – Female Interests in Business

	Business					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	15 25.9%	14 24.1%	16 27.6%	13 22.4%	58 98.3%	59 100.0%
HN (66% Female)	38 36.9%	25 24.3%	17 16.5%	23 22.3%	103 100.0%	103 100.0%
SPM (50% Female)	26 32.9%	17 21.5%	26 32.9%	10 12.7%	79 98.8%	80 100.0%
Total Females	79 32.9%	56 23.3%	59 24.6%	46 19.2%	240 99.2%	242 100.0%

The results from each school for the males were all very similar. About 55% were interested and 45% were not interested. Table 10 displays the results. There was a statistical difference between the males and school sex mix. A chi squared value of 0.049 was obtained. This is probably due to the fact that Saint John's had about 70% interested and Saint Peter Marian only had about 50% interested.

Table 10 – Male Interest in Business

	Business					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	13 13.1%	16 16.2%	35 35.4%	35 35.4%	99 100.0%	99 100.0%
SPM (50% Male)	14 18.7%	23 30.7%	18 24.0%	20 26.7%	75 98.7%	76 100.0%
HN (34% Male)	14 21.9%	11 17.2%	21 32.8%	18 28.1%	64 100.0%	64 100.0%
Total Males	41 17.2%	50 24.3%	74 31.1%	73 30.7%	238 99.6%	239 100.0%

In addition, unlike in previous tables, there is not a striking difference in the level of interest of females and males in pursuing a business related career, 43% of the women and 62% of the men had this interest. In the coed schools the difference varied from 39% vs. 60% at Holy Name, 48% vs. 50% at Saint Peter Marian. The Notre Dame to Saint John's comparison of 50% to 71% is probably the clearest indication of the extent to which men are disproportionately encouraged to consider a business career.

Trade, a heavily male dominated profession, yielded some interesting results. The females expressed a very low interest in trade professions; while the males had very mixed results. The results can be viewed in Tables 11 and 12.

Table 11 – Female Interest in the Trades

	Trades					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	55 93.2%	2 3.4%	0 0.0%	2 3.4%	59 100.0%	59 100.0%
HN (66% Female)	96 93.2%	4 3.9%	2 1.9%	1 1.0%	103 100.0%	103 100.0%
SPM (50% Female)	72 91.1%	7 8.9%	0 0.0%	0 0.0%	79 98.8%	80 100.0%
Total Females	223 92.5%	13 5.4%	2 0.8%	3 1.2%	241 99.6%	242 100.0%

The large majority of females are not interested in the trades, about 90%, Table 11. However 2 of the 3 women offering a positive expression of interest were females in the non male environment. No females were interested in the trades at St. Peter Marian only 1 out of 103 were interested at Holy Name. 5 out of 241 women were at least "pretty" interested in the trades. 49 out of 239 men (10x as many) were at least "pretty" interested in the trades.

Table 12 – Male Interest in the Trades

	Trades					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	69 69.7%	15 15.2%	14 14.1%	1 1.0%	99 100.0%	99 100.0%
SPM (50% Male)	35 46.1%	19 25.0%	14 18.4%	8 10.5%	76 100.0%	76 100.0%
HN (34% Male)	33 51.6%	19 29.7%	8 12.5%	4 6.3%	64 100.0%	64 100.0%
Total Males	137 57.3%	53 22.2%	36 15.1%	13 5.4%	239 100.0%	239 100.0%

Most males are also "not interested" in the trades although the percentages ran from 46-70% "not interested" averaging 57%, about 35% lower than the female figure of 93% "not interested." St. Peter Marian males expressed the most interest (10.5% very interested) while St. John's males expressed the least interest (1.0% very interested). The Holy Name males were in the middle at 6.3% very interested. A chi squared value of 0.012 also shows that there is a relationship between school sex mix and interest in the trades.

Comparable to business, the medical field is for the most part a gender balanced field. Nationally, about 56% of workers in medical practice are male. This is compared to about 88% of workers in medical support are female. (Handler, 27) The data for these professions can be found in the next four tables.

Table 13 – Female Interests in Medical Practice

	Med Prac					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	17 28.8%	11 18.6%	17 28.8%	14 23.7%	59 100.0%	59 100.0%
HN (66% Female)	31 30.1%	20 19.4%	19 18.4%	33 32.0%	103 100.0%	103 100.0%
SPM (50% Female)	30 38.0%	17 21.5%	20 25.3%	12 15.2%	79 98.8%	80 100.0%
Total Females	78 32.4%	48 19.9%	56 23.2%	59 24.5%	241 99.6%	242 100.0%

Table 13 presents the results of female interest in medical practice for three schools based on sex mix. Holy Name has the largest percent of females interested in medical practice

while St. Peter Marian has the lowest percent of females interested and Notre Dame is in the middle. However, when you combine those who are pretty interested and those who are very interested the percentages even out. Between 41-53% of females at each school are expressing interests in medical practice, with the overall average being 48%. This is dramatically more female interest than male interest. Only 25% of the males overall are thinking about medical practice as a serious possibility, 53% of the Notre Dame women and 35% of the Saint John's men are at least pretty interested in medicine. At Holy Name it is 28% of the women and 19% of the men. At Saint Peter Marian it is 29% of the women and 19% of the men. Across the board, female interest in medical practice is 10-15% higher than that for males.

Table 14 – Female Interest in Medical Support

	Med Sup					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	29 50.0%	12 20.7%	3 5.2%	14 24.1%	58 98.3%	59 100.0%
HN (66% Female)	52 50.5%	22 21.4%	14 13.6%	15 14.6%	103 100.0%	103 100.0%
SPM (50% Female)	47 59.5%	11 13.9%	13 16.5%	8 10.1%	79 98.8%	80 100.0%
Total Females	128 53.3%	45 18.8%	30 12.5%	37 15.4%	240 99.2%	242 100.0%

Table 14 displays the results of female interest in medical support, a female oriented profession. Similar to the previous results when combining those who are pretty interested and those who are very interested about 27-29% of females are interested from each school. This contradicts previous findings that 88% of females are workers in medical support. Even assuming that some of those females expressing interest in medical practice pursue this career the medical support field, the area may face a labor shortage if males do not start to enter this field.

The males interested in medical practice and medical supports are displayed in Tables 15 and 16. Proportionately, more males than females enter the medical practice field and fewer males than females enter the medical support field. However there is nearly a 50% higher level of interest in medical support at the all female school than the coed school.

Table 15 – Male Interest in Medical Practice

	Med Prac					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	36 36.4%	28 28.3%	20 20.2%	15 15.2%	99 100.0%	99 100.0%
SPM (50% Male)	48 64.0%	13 17.3%	6 8.0%	8 10.7%	75 98.7%	76 100.0%
HN (34% Male)	37 57.8%	16 25.0%	5 7.8%	6 9.4%	64 100.0%	64 100.0%
Total Males	121 50.8%	57 23.9%	31 13.0%	29 12.2%	238 99.6%	239 100.0%

Table 15 shows the male interest in medical practice where about 56% of jobs are held by men. Unexpectedly, each school presented less male interest in medical practice than would be needed to maintain a 50/50 balance by sex. Only about 25% of males were interested in medical practice. The largest percent of males interested was at St. John's (35%) where the lowest percent of males' interest was at Holy Name. (17%)

Table 16 – Male Interest in Medical Support

	Med Sup					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	58 58.6%	25 25.3%	11 11.1%	5 5.1%	99 100.0%	99 100.0%
SPM (50% Male)	48 64.0%	14 18.7%	7 9.3%	6 8.0%	75 98.7%	76 100.0%
HN (34% Male)	41 65.1%	15 23.8%	6 9.5%	1 1.6%	63 98.4%	64 100.0%
Total Males	147 62.0%	54 22.8%	24 10.1%	12 5.1%	237 99.2%	239 100.0%

Table 16 shows the results of male interest in medical support. There was very low interest, about 15%, in medical support. This is consistent with national data that medical support is a female oriented field, with only 12% male workers. With only 28% of women and 15% of men interested in the medical support fields an overall labor shortage may result, but that presents the opportunity for a shift toward gender equity if a third of the positions really go to men. As a practical matter this is unlikely, as the many women interested in medical practice will probably be thinking of medical support as their back up plan if getting into medical school is not a possibility, 5 years later.

Last years' study yielded very interesting results in the field of law. Similar results were obtained this year. There are no striking differences between schools for either the males or females. About 31% of females were interested in law at each school. While the males were less interested in law, only about 20% were interested. Law is typically viewed as a male oriented profession but the national figures from 2003 are a bit ambiguous. The figures for all legal occupation, including paralegals and assistants indicated that there was a small majority of women- but among actual lawyers there were 184 women for every 400 men – or the field was 32% female at that level. Hence, the stage is set for change as more females than males are interested in law, in the next generation. These data can be seen in Tables 17 and 18.

Table 17 – Female Interest in Law

	Law					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	25 42.4%	15 24.5%	11 18.6%	8 13.6%	59 100.0%	59 100.0%
HN (66% Female)	54 52.4%	18 17.5%	14 13.6%	17 16.5%	103 100.0%	103 100.0%
SPM (50% Female)	39 50.0%	22 28.2%	8 10.3%	9 11.5%	78 97.5%	80 100.0%
Total Females	118 49.2%	55 22.9%	33 13.8%	34 14.2%	240 99.2%	242 100.0%

Table 18 – Male Interest in Law

	Law					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	26 26.3%	31 31.3%	27 27.3%	15 15.2%	99 100.0%	99 100.0%
SPM (50% Male)	34 45.3%	20 26.7%	11 14.7%	10 13.3%	75 98.7%	76 100.0%
HN (34% Male)	29 45.3%	20 31.3%	8 12.5%	7 10.9%	64 100.0%	64 100.0%
Total Males	89 37.4%	71 29.8%	46 19.3%	32 13.4%	238 99.6%	239 100.0%

Last year, both the males and females at the private schools were about 20% interested in law, and it was at the public schools that one found a difference, 24% of the males and 35% of the females expressing high interest in law careers. Thus, summarizing over the

two years, one can say that the young women of Worcester are at least as interested in legal careers as the men, and probably more so.

The private parochial school data indicates once again a near parity of interest by males and females but the level of interest is 50% greater in these schools than was reported last year. This could be because law is more popular at Saint John's and Notre Dame than in the private schools studied last year or the level of interest could actually be higher this year. The lead interest in law is the highest at all male Saint John's (43%) and next highest at Notre Dame. The women among Holy Name are next (30-32%) and then men at Saint Peter Marian (28%). In addition, the lowest interest is among the men of Holy Name (23%) and women of Saint Peter Marian (22%). This actually represents a substantial increase of interest in law as Saint Peter Marian since last year had about a 10% increase for both men and women to the point that Holy Name was at last year. However there has now been an increase at Holy Name as well among the females who now rival their sisters at Notre Dame.

Visual and performance arts, female oriented careers, are the next careers discussed. The percentage of males interested in the arts in general was very low for all of the schools only about 13%. However the percentage for females interested averaged about 38%. As seen in Table 19, St. Peter Marian, the school with the largest male presence among the coed schools, had the largest percent female very interested in art at 21.3%. Following was Holy Name at 18% and then Notre Dame at 14%. Female interest in the visual arts was not exceptionally high at the all female high school, nor exceptionally low at the all male high school. Music, on the other hand while not being exceptionally high as a female interest at the all female high school, was on the low end of interest at the all male high school but not by a large margin. This data can be viewed in Tables 21 and 22.

The more striking finding for music and performance was that about equal proportion of men and women were interested in the field for music, that was 15-24% of the women (averaging 20%) and 18-24% of the men (Averaging 21%). Similar results were obtained for Performance Arts, data shown in Appendix B.

Table 19 – Female Interest in Visual Arts

	Vis Arts					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	27 45.8%	12 20.3%	12 20.3%	8 13.6%	59 100.0%	59 100.0%
HN (66% Female)	37 35.9%	22 21.4%	26 25.2%	18 17.5%	103 100.0%	103 100.0%
SPM (50% Female)	37 46.3%	16 20.0%	10 12.5%	17 21.3%	80 100.0%	80 100.0%
Total Females	101 41.7%	50 20.7%	48 19.8%	43 17.8%	242 100.0%	242 100.0%

Table 20 – Male Interest in Visual Arts

	Art Vis					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	69 69.7%	18 18.2%	10 10.1%	2 2.0%	99 100.0%	99 100.0%
SPM (50% Male)	56 74.7%	7 9.3%	7 9.3%	5 6.7%	75 98.7%	76 100.0%
HN (34% Male)	45 70.3%	12 18.8%	3 4.7%	4 6.3%	64 100.0%	64 100.0%
Total Males	170 71.4%	37 15.5%	20 8.4%	11 4.6%	238 99.6%	239 100.0%

Musical Arts also had very interesting results. It seems that both males and females are equally interested in music whereas, for performance and visual arts females were more interested than males. The data for music can be seen in the tables below.

Table 21 – Female Interest in Music

	Music					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	39 67.2%	5 8.6%	9 15.5%	5 8.6%	58 98.3%	59 100.0%
HN (66% Female)	65 63.1%	23 22.3%	6 5.8%	9 8.7%	103 100.0%	103 100.0%
SPM (50% Female)	47 59.5%	14 17.7%	12 15.2%	6 7.6%	79 98.8%	80 100.0%
Total Females	151 62.9%	42 17.5%	27 11.3%	20 8.3%	240 99.2%	242 100.0%

Table 22 – Male Interest in Music

	Music					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	68 68.7%	13 13.1%	12 12.1%	6 6.1	99 100.0%	99 100.0%
SPM (50% Male)	45 60.0%	14 18.7%	6 8.0%	10 13.3%	75 98.7%	76 100.0%
HN (34% Male)	38 59.4%	11 17.2%	11 17.2%	6 6.3%	64 100.0%	64 100.0%
Total Males	151 63.4%	38 16.0%	29 12.2%	20 8.4%	238 99.6%	239 100.0%

Results obtained from careers in media from both males and females were similar to the music findings, though a bit more popular as a career choice for both sexes. About 30% of both males and females at each school expressed some interest in media, data shown in Appendix B. Like results were obtained for food service industry and the service industry. Although there were slightly more females interested than males, about 2% more, the results between each of the schools were all comparable so the data is not shown school by school.

Since proportionately more females (59%) than males work in social service careers with the female domination of social work (77% of social workers are female) being not striking, but balanced by the 87% of the Clergy that is male. The female student interest in the social services can be viewed in Table 23.

Table 23 – Female Interest in Social Services

	Soc Serv					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	23 39.0%	18 30.5%	11 18.6%	7 11.9%	59 100.0%	59 100.0%
HN (66% Female)	38 36.9%	19 18.4%	36 35.0%	10 9.7%	103 100.0%	103 100.0%
SPM (50% Female)	38 47.5%	22 27.5%	10 12.5%	10 12.5%	80 100.0%	80 100.0%
Total Females	99 40.9%	59 24.4%	57 23.6%	27 11.2%	242 100.0%	242 100.0%

Table 23 shows the percentage of female interest in social services. St. Peter Marian females were the least interested (about 25%) in social services careers while Holy Name was overwhelmingly interested (about 45%) in social services. Notre Dame (the all female school) fell in the middle with 31% of females interested.

The chi square and gamma tests also indicate that there is a significant correlation between these 3 schools in the female data. The gamma value of 0.203 and the chi squared value of 0.050 indicate that there is a relationship between female interest in such careers and school sex mix, on the low end, Saint Peter Marian has the lowest level of interest and that is the lowest % female high school.

Very few males (about 10%) expressed interest in social services careers. There was little variation of results (9-12%) between the schools, data shown in Table 24. Hence, the current situation of about 3 times as much female interest in these fields seems likely to persist into the next generation, with the single sex location not challenging the prevailing trends.

Table 24 – Male Interest in Social Services

	Soc Serv					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	64 64.6%	24 24.2%	7 7.1%	4 4.0%	99 100.0%	99 100.0%
SPM (50% Male)	49 65.3%	17 22.7%	8 10.7%	1 1.3%	75 98.7%	76 100.0%
HN (34% Male)	45 70.3%	14 21.9%	3 4.7%	2 3.1%	64 100.0%	64 100.0%
Total Males	158 66.4%	55 23.1%	18 7.6%	7 2.9%	238 99.6%	239 100.0%

There was also a significant difference in interest between females and males. It seems that consistent with national data, more females are interested in social services related careers (34.8%) than males (only 10.5%).
Civil Services yielded very low interest from the females and moderate interest from the males. The results can be viewed in Tables 25 and 26.

Table 25 – Female Interest in Civil Services

	Civil Ser					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	44 74.6%	12 20.3%	1 1.7%	2 3.4%	59 100.0%	59 100.0%
HN (66% Female)	76 73.8%	17 16.5%	6 5.8%	4 3.9%	103 100.0%	103 100.0%
SPM (50% Female)	63 80.8%	11 14.1%	2 2.6%	2 2.6%	78 97.5%	80 100.0%
Total Females	183 76.3%	40 16.7%	9 3.8%	8 3.3%	240 99.2%	242 100.0%

Table 25 displays the female interest in civil services. Overall about 7% of females are interested in a civil services career. Holy Name females expressed the most interest, 10%. Saint Peter Marian and Notre Dame both followed with about 6% expressing interest. Although there is a small difference between schools it isn't significant.

Table 26 – Male Interest in Civil Services

	Civil Ser					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	61 61.6%	21 21.2%	14 14.1%	3 3.0%	99 100.0%	99 100.0%
SPM (50% Male)	32 43.2%	13 17.6%	19 25.7%	10 13.5%	74 97.4%	76 100.0%
HN (34% Male)	25 39.1%	19 29.7%	8 12.5%	12 18.8%	64 100.0%	64 100.0%
Total Males	118 49.8%	53 22.4%	41 17.3%	25 10.5%	237 99.2%	239 100.0%

The male interest in civil services can be viewed in Table 26. Overall about 28% of males are interested in a civil services career. Saint Peter Marian males expressed the highest interest with almost 40% expressing some interest. Holy Name followed with about 31% expressing interest. Saint John's males expressed the fewest interest with only 17%. For some reason the males at Saint Peter Marian are expressing twice as much interest as the males at Saint John's. A chi squared value of 0.005 also indicates that there is a relationship between school sex mix and career interest.

The remaining careers, city administration, elected political office, government service or administration and international politics yielded low levels of interest by both males and

females. The degree of variance between the schools based on sex mix was also small and inconsistent. All data can be viewed in Appendix B. The only exception is the interest in international politics. Those results can be viewed in Tables 27 and 28.

Table 27 – Female Interest in International Politics

	Int Pol					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	42 71.2%	6 10.2%	9 15.3%	2 3.4%	59 100.0%	59 100.0%
HN (66% Female)	85 82.5%	9 8.7%	4 3.9%	5 4.9%	103 100.0%	103 100.0%
SPM (50% Female)	67 85.9%	2 2.6%	7 9.0%	2 2.6%	78 97.5%	80 100.0%
Total Females	194 80.8%	17 7.1%	20 8.3%	9 3.8%	240 99.2%	242 100.0%

Overall the females expressed little interest in a career in international politics. However, it is apparent that the Notre Dame females expressed the most interest with 18%. Saint Peter Marian expressed about 12% interest and the Holy Name females expressed about 9% interest. Although there were small differences there was no significance between the data.

Table 28 – Male Interest in International Politics

	Int Pol					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	58 58.6%	20 20.2%	11 11.1%	10 10.1%	99 100.0%	99 100.0%
SPM (50% Male)	51 68.9%	12 16.2%	7 9.5%	4 5.4%	74 97.4%	76 100.0%
HN (34% Male)	44 68.8%	13 20.3%	4 6.3%	3 4.7%	64 100.0%	64 100.0%
Total Males	153 68.9%	45 19.0%	22 9.3%	17 7.2%	237 99.2%	239 100.0%

Table 26 shows that St. John's expressed almost 50% more interest in international politics than St. Peter Marian and Holy Name. This was the only striking result observed in the political careers related to this variable. There were however some interesting gender differences overall to report in levels of interest in various kinds of government service. It is notable that female interest grew as the areas of activity became less local

and peaked with international issues. The male advantage of 1: 2 or 3 for local civil service dwindled to 2:3 as one expressed interest in international affairs. The two single sex high schools were at near purity on international politics, 19% for Notre Dame and 21% for Saint John's. It would seem that about 20% of the students, male or female, have this interest in a single sex environment where gender expectations are least likely to intrude and dampened down female interest. On the other hand Notre Dame and Saint John's were at near purity for those "very" interested in city administration as well, 3.4% very interested at Notre Dame and 3% very interested at Saint John's, the differences came from the co-ed schools in terms of the proportion "very" interested. Gender difference appeared among those "pretty" interested at the same sex school as well 2% of the Notre Dame, and 14% of the Saint John's students respectively. This data is shown in Appendix B.

From the data above, it is apparent that females in a non-male environment are more likely to be interested in a male oriented profession than a female in an environment where males are present. Also the ratio of male to female didn't seem to affect the results. For the majority of the careers Holy Name (66% female) and St. Peter Marian (50% female) had very comparable results. The reasons for these specific differences in interest may never be known but there are some possible explanations, based on the more general literature which suggests that part of the difference is probably administrative, though not necessarily a conscious policy. In short, differential encouragement of male and female students to develop interests in gender appropriate fields has been documented. Where only one sex is present, teachers and counselors respond more to individual differences in the personal gifts and inclinations. On the student note, single sex schools change the audience such that in an all female environment the students are not competing with each other for male attention or with males for attention in class. Those females in a co-ed environment are going to be influenced by the reaction of the males to their interests and abilities and this may count for some of the variation in interest between the all female school and co-ed schools.

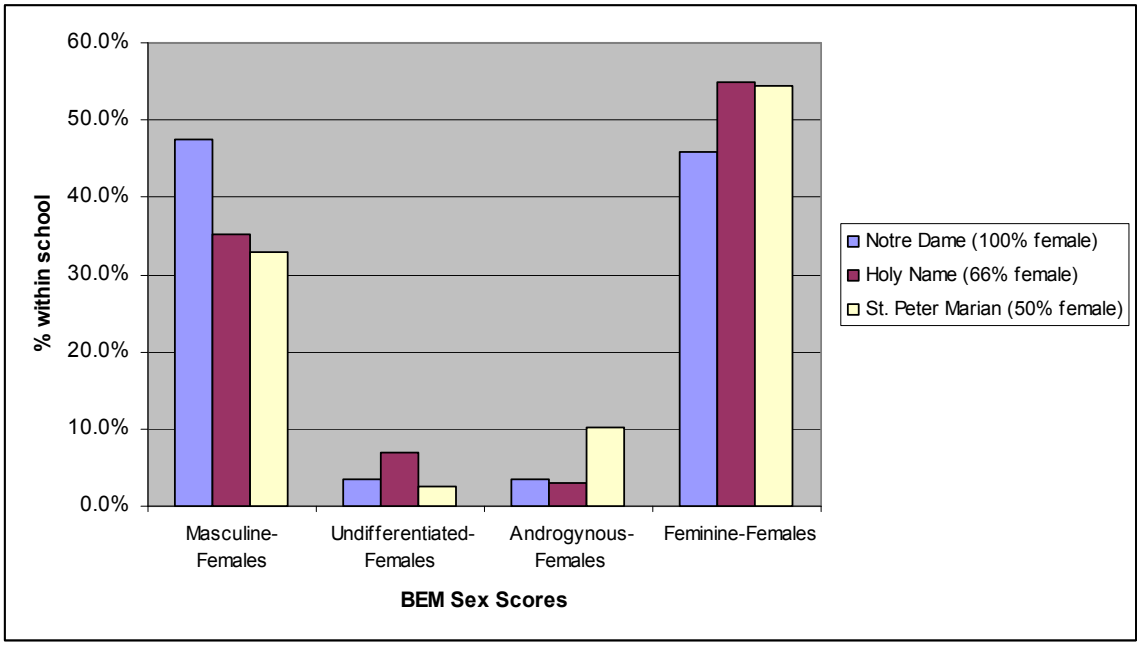
BEM Sex Role Inventory

The female BEM results for each school can be found in Table 19. Notice how Notre Dame has the most masculine-females (47.5%) while St. Peter Marian has the fewest masculine-females (32.9%). The distribution of the scores between schools can be easily viewed in the graph in Figure X.

Table 19 – Overall Female BEM Scores

Female	BEM Mas-Fem					
	Masculine Female	Neutral Female	Androg. Female	Feminine Female	Observed	Expected
ND (100% Female)	28 47.5%	2 3.4%	2 3.4%	27 45.8%	59 100.0%	59 100.0%
HN (66% Female)	36 35.3%	7 6.9%	3 2.9%	56 54.9%	102 99.0%	103 100.0%
SPM (50% Female)	26 32.9%	2 2.5%	8 10.1%	43 54.4%	79 98.8%	80 100.0%
Total Females	90 37.5%	11 4.6%	13 5.4%	126 52.5%	240 99.2%	242 100.0%

Figure X – Female BEM Sex Scores Distribution by School

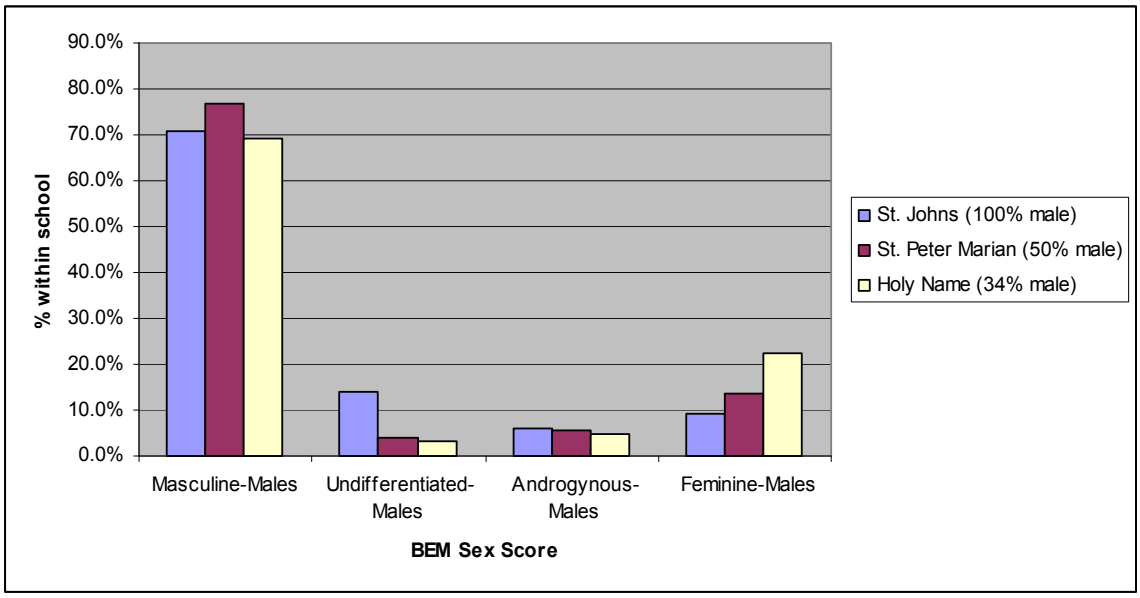


The male BEM scores can be found in Table 20. Based on the results above St. John's would be expected to have the most feminine-males but the opposite is actually true. St. John's has the fewest masculine-males (9.1%). Interestingly, St. John's only has 70.7% masculine-males compared to St. Peter Marian with 76.7%. The results of the male BEM scores can be easily viewed in the graph in Figure Y.

Table 20 – Overall Male BEM Scores

Male	**BEM Mas-Fem**					
	Masculine Male	Neutral Male	Androg. Male	Feminine Male	**Observed**	**Expected**
SJ (100% male)	70 70.7%	14 14.1%	6 6.1%	9 9.1%	99 100.0%	99 100.0%
SPM (50% male)	56 76.7%	3 4.1%	4 5.5%	10 13.7%	73 96.1%	76 100.0%
HN (34% male)	43 69.4%	2 3.2%	3 4.8%	14 22.6%	62 96.9%	64 100.0%
Total Males	169 72.2%	19 8.1%	13 5.6%	33 14.1%	234 97.9%	239 100.0%

Figure X – Male BEM Sex Scores Distribution by School



Female BEM Scores vs. Career Aspirations vs. School Sex Mix

One of our major goals was to compare self image with career aspirations. This section will compare masculine-female career aspirations with feminine-female career aspirations. All of the careers on the survey will be discussed but only those with interesting results will be shown in tables. The androgynous and undifferentiated groups will be dropped from the female analysis, since they were not numerous and tended to behave like the feminine-female group.

The first career that will be discussed is teaching. As stated earlier teaching is a female oriented career and indeed more females were interested in teaching than males. In addition based on Tables 1 and 2, more than twice as many feminine-females as masculine-females were interested in teaching overall. This data also supports the above statement.

Table 1 – Masculine-Female Interest in Teaching

Teaching		**Masculine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	13 48.1%	10 37.0%	2 7.4%	2 7.4%	27 96.4%	28 100.0%
HN (66% Female)	17 47.2%	12 33.3%	4 11.1%	3 8.3%	36 100.0%	36 100.0%
SPM (50% Female)	12 46.2%	8 30.8%	4 15.4%	2 7.7%	26 100.0%	26 100.0%
Total Females	42 47.2%	30 33.7%	10 11.2%	7 7.9%	89 98.9%	90 100.0%

Table 2 – Feminine-Female Interest in Teaching

Teaching		**Feminine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	8 32.0%	6 24.0%	5 20.0%	6 24.0%	25 92.6%	27 100.0%
HN (66% Female)	14 25.0%	19 33.9%	11 19.6%	12 21.4%	56 100.0%	56 100.0%
SPM (50% Female)	10 23.8%	15 35.7%	10 23.8%	7 16.7%	42 97.7%	43 100.0%
Total Females	32 26.0%	40 32.5%	26 21.1%	25 20.3%	123 97.6%	126 100.0%

When comparing Table 1 with Table 2 it is evident that more feminine-females are expressing much more interest in teaching than masculine-females. Also, Notre Dame, all female school with largest percent of masculine-females, is expressing the least amount of interest in both the masculine-female and feminine-female categories. Only about 14% of masculine-females at Notre Dame are expressing interest while 19% are expressing interest at Holy Name and 23% express interest at St. Peter Marian. Also although Notre Dame has the largest percent of interested feminine-females in teaching they also have the largest percent that are completely not interested at 32% while Holy Name and St. Peter Marian are about 25% feminine-females not interested.

The main story is that at Notre Dame there are three times as many feminine-females as masculine-females interested in teaching. At the coed schools, Holy Name and Saint Peter Marian, the differences are about 2:1 in the same direction. Here it is obvious that more feminine-females are interested in teaching than masculine-females at all of the schools which was expected. This could be due to the fact that the females at Holy Name and St. Peter Marian feel some pressure to aspire to female dominated professions. It is not clear whether this subtle pressure is in the student culture or is institutional in nature.

Next a male dominated career, engineering, will be discussed. Overall, almost twice as many masculine-females as feminine-females expressed interest in engineering. There were also very interesting results between the masculine-females and feminine-females at each school. Tables 3 and 4, display the results of masculine-female and feminine-female interests in engineering.

Table 3 – Masculine-Female Interest in Engineering

Engineering		**Masculine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	12 42.9%	6 21.4%	7 25.0%	3 10.7%	28 100.0%	28 100.0%
HN (66% Female)	27 75.0%	6 16.7%	2 5.6%	1 2.8%	36 100.0%	36 100.0%
SPM (50% Female)	17 65.4%	4 15.4%	3 11.5%	2 7.7%	26 100.0%	26 100.0%
Total Females	56 62.2%	16 17.8%	12 13.3%	6 6.7%	90 100.0%	90 100.0%

Table 4 – Feminine-Female Interest in Engineering

Engineering	Feminine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	20 74.1%	4 14.8%	2 7.4%	1 3.7%	27 100.0%	27 100.0%
HN (66% Female)	44 80.0%	6 10.9%	2 3.6%	3 5.5%	55 98.2%	56 100.0%
SPM (50% Female)	31 73.8%	5 11.9%	4 9.5%	2 4.8%	42 97.7%	43 100.0%
Total Females	95 76.6%	15 12.1%	8 6.5%	6 4.8%	124 98.4%	126 100.0%

Table 3 yields the most interesting results with almost 36% of masculine-females at Notre Dame expressing interest in engineering. Only about 9% expressed interest at Holy Name and about 19% expressing interest at St. Peter Marian. Almost four times the amount of masculine-females at Notre Dame are interested in engineering than the masculine-females at Holy Name. In addition, twice as many masculine-females at Notre Dame expressed interest in teaching than the masculine-females at Saint Peter Marian.

The feminine-females are expressing little interest in engineering compared to the masculine-females. Only about 12% of masculine-females overall are expressing interest. Overall, there are twice as many masculine-females interested in engineering than feminine-females. Also, there is some variation between schools but for the majority of the results are comparable. These results can be examined in Table 4.

When comparing the masculine-females and feminine-females at each individual school some interesting results were also obtained. At Notre Dame more than three times as many masculine-females than feminine-females are interested in engineering. However at the coed schools, Holy Name and Saint Peter Marian, the percentages of females are comparable with little to no variation.

The masculine-females were expected to be more interested in engineering than the feminine-females. This is probably due to the fact that engineering is a male dominated field so obviously more masculine-females would consider this possibility. However, the masculine-females at Notre Dame are the only ones to express 3-4 times as much interest

than the feminine-females at Holy Name. This could be due to the fact that at Notre Dame the females have no male competition and they don't have to worry about being teased for pursuing a male dominated career. Something is clearly blocking this aspiration as a possibility among the masculine women at the coed schools especially one of them. Saint Peter Marian is for some reason more generally supporting of business and technical careers than Holy Name. At those schools the masculine-feminine self identity difference does not matter, in terms of interest in a technical field.

Computers yielded about the same amount of interest between the schools for the feminine-females as engineering. In engineering the average interest was about 12% and in computers the average interest was about 11%. On the other hand, the masculine-females, although expressing slightly more interest in computers (about 2% more) than the feminine-females, had much less interest in computers than in engineering. These results can be seen in Tables 5 and 6.

Table 5 – Masculine-Female Interest in Computers

Computers	**Masculine-Females**					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	18 66.7%	5 18.5%	3 11.1%	1 3.7%	27 96.4%	28 100.0%
HN (66% Female)	23 63.9%	9 25.0%	2 5.6%	2 5.6%	36 100.0%	36 100.0%
SPM (50% Female)	20 76.9%	2 7.7%	3 11.5%	1 3.8%	26 100.0%	26 100.0%
Total Females	61 68.5%	16 18.0%	8 9.0%	4 4.5%	89 98.9%	90 100.0%

Table 6 - Feminine-Female Interest in Computers

Computers	**Feminine-Females**					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	20 74.1%	3 11.1%	3 11.1%	1 3.7%	27 100.0%	27 100.0%
HN (66% Female)	41 73.2%	8 14.3%	5 8.9%	2 3.6%	56 100.0%	56 100.0%
SPM (50% Female)	35 81.4%	5 11.6%	2 4.7%	1 2.3%	43 100.0%	43 100.0%
Total Females	96 76.2%	16 12.7%	10 7.9%	4 3.2%	124 98.4%	126 100.0%

The results from Table 5 indicate that only about 14-15% of masculine-females overall are interested in computers. There are no significant differences between the masculine-females at each school. Notre Dame and St. Peter Marian yielded about a 15% interest overall and Holy Name had about a 12% interest overall. In a nutshell, it is the lack of interest in computing among the masculine-females at Notre Dame who were so interested in engineering that is striking. This diminished interest in computers over engineering could be due to the fact that Notre Dame is not a computer rich environment and the masculine women there can't really explore this possibility.

Information Technology yielded slightly different results than engineering and computing. These results can be viewed in Tables 7 and 8. At both Notre Dame and Holy Name slightly more feminine-females were interested in information technology than masculine-females. At Notre Dame about 8% of masculine-females are interested in information technology and about 11% of feminine-females are interested in information technology. At Holy Name over twice as many feminine-females are interested in information technology as masculine-females. These differences are subtle but show that slightly more feminine-females are interested in information technology than masculine-females, which was unexpected. Saint Peter Marian is the only school where the expected greater percentage of masculine-female interest in information technology than feminine-female interest occurred.

Table 7 - Masculine-Female Interest in Information Technology

Info Tech		**Masculine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	23 85.2%	2 7.4%	1 3.7%	1 3.8%	27 96.4%	28 100.0%
HN (66% Female)	25 69.4%	9 25.0%	1 2.8%	1 2.8%	36 100.0%	36 100.0%
SPM (50% Female)	20 76.9%	4 15.4%	1 3.8%	1 3.8%	26 100.0%	26 100.0%
Total Females	68 76.4%	15 16.9%	3 3.4%	3 3.4%	89 98.9%	90 100.0%

Table 8 - Feminine-Female Interest in Information Technology

Info Tech		Feminine-Females				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	19 70.4%	5 18.5%	2 7.4%	1 3.7%	27 100.0%	27 100.0%
HN (66% Female)	40 71.3%	9 16.1%	6 10.7%	1 1.8%	56 100.0%	56 100.0%
SPM (50% Female)	38 88.4%	3 7.0%	1 2.3%	1 2.3%	43 100.0%	43 100.0%
Total Females	97 77.0%	17 13.5%	9 7.1%	3 2.4%	126 100.0%	126 100.0%

Physical Sciences, another low interest profession, produced similar results with about 8% more masculine-females interested than feminine-females overall. This data can be viewed in Tables 9 and 10. The interesting finding is a surprise. At the single sex high school it is the feminine-females who benefit relative to the coed high schools not the masculine-females. At Notre Dame the feminine-females are more than twice as interested in physical science as the feminine-females at Holy Name and Saint Peter Marian. In addition, the masculine-females at Holy Name and Saint Peter Marian were twice as interested in physical science as the feminine-females which was expected. The main conclusions are that the physical sciences have somehow been redefined in the Notre Dame environment in that it is okay for all women to pursue that career regardless of personal identity. At the other coed schools the results were typical.

Table 9 - Masculine-Female Interest in Physical Science

Phys Science		Masculine-Females				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	17 63.0%	5 18.5%	5 18.5%	0 0.0%	27 96.4%	28 100.0%
HN (66% Female)	27 75.0%	4 11.1%	3 8.3%	2 5.6%	36 100.0%	36 100.0%
SPM (50% Female)	16 61.5%	6 23.1%	4 15.4%	0 0.0%	26 100.0%	26 100.0%
Total Females	60 67.4%	15 16.9%	12 13.5%	2 2.2%	89 98.9%	90 100.0%

Table 10 - Feminine-Female Interest in Physical Science

Phys Science	Feminine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	19 70.4%	4 14.8%	3 11.1%	1 3.7%	27 100.0%	27 100.0%
HN (66% Female)	36 65.5%	16 29.1%	3 5.5%	0 0.0%	55 98.2%	56 100.0%
SPM (50% Female)	33 76.7%	7 16.3%	1 2.3%	2 4.7%	43 100.0%	43 100.0%
Total Females	88 70.4%	27 21.6%	7 5.6%	3 2.4%	125 99.2%	126 100.0%

Trade, a male dominated field, obtained very low interest from both the masculine-females and feminine-females at each school. Notre Dame and Holy Name masculine-females each expressed about a 4% interest in trade while St. Peter Marian had 0% interest in trade, data shown in Appendix C. Similar results were obtained for the feminine-females, about 4% at Notre Dame and 1% at Holy Name and St. Peter Marian, data shown in Appendix B. Overall, both masculine-female and feminine-females expressed a very low interest in trade. This could be due to the fact that trade professions are simply not offered at any of the schools in this study.

Business, a non gender biased career, also yielded a larger percentage, about 21% more, of masculine-female interest than feminine-female interest. Table 11 displays the interests of masculine-females in business between each school and Table 12 displays the interests of feminine-females in business between each school.

Table 11 – Masculine-Female Interest in Business

Business	Masculine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	2 7.4%	5 18.5%	10 37.0%	10 37.0%	27 96.4%	28 100.0%
HN (66% Female)	9 25.0%	8 22.2%	8 22.2%	11 30.6%	36 100.0%	36 100.0%
SPM (50% Female)	10 38.5%	6 23.1%	6 23.1%	4 15.4%	26 100.0%	26 100.0%
Total Females	21 23.6%	19 21.3%	24 27.0%	25 28.1%	89 98.9%	90 100.0%

Table 12 – Feminine-Female Interest in Business

Business	Feminine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	12 44.4%	7 25.9%	5 18.5%	3 11.1%	27 100.0%	27 100.0%
HN (66% Female)	24 42.9%	15 26.8%	8 14.3%	9 16.1%	56 100.0%	56 100.0%
SPM (50% Female)	14 33.3%	10 23.8%	14 33.3%	4 9.5%	42 97.6%	43 100.0%
Total Females	50 40.0%	32 25.6%	27 21.6%	16 12.8%	125 99.2%	126 100.0%

Table 11 has the most interesting results. At Notre Dame only 7% of masculine-females expressed no interest in business. While at Holy Name about 25% expressed no interest and at St. Peter Marian about 39% expressed no interest. In addition, 74% of masculine-females expressed interest in business at Notre Dame. Only 53% of masculine-females expressed interest at Holy Name and only 38% expressed interest at St. Peter Marian. It is evident that more than twice as many masculine-females at Notre Dame are interested in a business profession than the masculine-females at the coed schools.

Table 12 yielded slightly different results, with the most feminine-females expressing interest in business at St. Peter Marian (43%). Whereas, at Notre Dame and Holy Name only 30% of feminine-females expressed interest in business. For some reason over 2-3 times more masculine-females were interested in business than feminine-females at Notre Dame. Interestingly, the feminine-females at Saint Peter Marian expressed more interest in business than the masculine-females at that school.

Here, masculine-females are overwhelmingly interested in business. The greatest interest was found at Notre Dame, an all female high school while the least interest was found at St. Peter Marian, only 50% female. It seems that females in a non male environment are aspiring to pursue a career where about 50% of women and 50% of men hold jobs. This could be due to the fact that at Notre Dame the females aren't competing with the males on an everyday basis. However, notice that at Saint Peter Marian the environment is the closest to equity of the business world environment with a 50% male and 50% female

student body. This could contribute to the lack of interest in business expressed by the females at Saint Peter Marian.

Masculine-female and feminine-female interest in medical practice, a slightly more male oriented field, can be seen in Tables 13 and 14.

Table 13 – Masculine-Female Interest in Medical Practice

Med Practice	**Masculine-Females**					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	10 35.7%	4 14.3%	8 28.6%	6 21.4%	28 100.0%	28 100.0%
HN (66% Female)	10 27.8%	8 22.2%	9 25.0%	9 25.0%	36 100.0%	36 100.0%
SPM (50% Female)	13 50.0%	4 15.4%	7 26.9%	2 7.7%	26 100.0%	26 100.0%
Total Females	33 36.7%	16 17.8%	24 26.7%	17 18.9%	90 100.0%	90 100.0%

Table 14 – Feminine-Female Interest in Medical Practice

Med Practice	**Feminine-Females**					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	6 22.2%	6 22.2%	8 29.6%	7 25.9%	27 100.0%	27 100.0%
HN (66% Female)	17 30.4%	11 19.6%	10 17.9%	18 32.1%	56 100.0%	56 100.0%
SPM (50% Female)	12 28.6%	12 28.6%	10 23.8%	8 19.0%	42 97.6%	43 100.0%
Total Females	35 28.0%	29 23.2%	28 22.4%	33 26.4%	125 99.2%	126 100.0%

For the most part similar interest patterns between masculine-females and feminine-females were observed, only a 3% difference. Slightly more than 50% of both masculine-females and feminine-females expressed interest in medical practice from each school. The only variation in these results was at St. Peter Marian where only about 35% of masculine-females expressed interest and 43% of feminine-females expressed interest.

Although medical practice is a slightly male-dominated field it seems that both masculine and feminine females are equally interested in this profession. There is also very little

variation in interest between each school. This could be due to specific programs that each school may offer to promote a medical profession to females. One such program does exist at Holy Name where there is a Hospice program that many females participate in. Overall, it seems that personal identity means little. This field is attractive and about half of all females are interested in pursuing a medical practice career.

Interest in medical support and medical "other" was very similar in our data. Both masculine-females and feminine-females expressed similar levels of interest in both fields. About 24% of masculine-females expressed interest in medical support and about 23% of masculine-females expressed interest in medical other for each school. Slightly more feminine-females expressed interest in both medical support and medical other. This was expected because medical support is a female dominated profession. About 35% of feminine-females were interested in both medical support and medical other at each school, data shown in Appendix C. These numbers are slightly lower that expected and could be due to the fact the schools may influence students to pursue professions in medical practice rather than medical support.

When comparing Tables 15 and 16, it is obvious that the masculine-females (39%) are much more interested in law than the feminine-females (22%). Overall, 17% more masculine-females than feminine-females expressed interest in law. When comparing the "very" interested columns the masculine-females expressed about three times more likely to be interested in law than the feminine-females. This was expected as law is considered a male oriented profession so we expected more masculine-females to be interested than feminine-females, but the margin of difference is so striking among those likely to follow through, that it is worth noting.

Table 15 – Masculine-Female Interest in Law

Law	Masculine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	8 28.6%	10 35.7%	4 14.3%	6 21.4%	28 100.0%	28 100.0%
HN (66% Female)	14 38.9%	4 11.1%	6 16.7%	12 33.3%	36 100.0%	36 100.0%
SPM (50% Female)	11 42.3%	8 30.8%	3 11.5%	4 15.4%	26 100.0%	26 100.0%
Total Females	33 36.7%	22 24.4%	13 14.4%	22 24.4%	90 100.0%	90 100.0%

Table 16 – Feminine-Female Interest in Law

Law	Feminine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	15 55.6%	3 11.1%	7 25.9%	2 7.4%	27 100.0%	27 100.0%
HN (66% Female)	33 58.9%	11 19.6%	7 12.5%	5 8.9%	56 100.0%	56 100.0%
SPM (50% Female)	23 56.1%	12 29.3%	3 7.3%	3 7.3%	41 95.3%	43 100.0%
Total Females	71 57.3%	26 21.0%	17 13.7%	10 8.1%	124 98.4%	126 100.0%

Comparing the masculine-female and feminine-female interest in law between each school also obtained some interesting results. At Notre Dame the interest in law was comparable between the masculine and feminine females. However at the two coed schools more than twice as many masculine-females as feminine-females expressed interest in law.

Additionally, when comparing the masculine-female interest in law by school the masculine-females at Holy Name expressed twice as much interest in law as the masculine-females at Saint Peter Marian with Notre Dame in the middle. However, this difference is not observed between the schools with the feminine-females pattern is examined.

When it comes to the arts, both performance and visual, comparable results were seen. Surprisingly, in certain fields of art at some high schools there were more masculine-

females interested in the arts than feminine-females. These results can be viewed in Tables 17-20.

Table 17 – Masculine-Female Interest in Performance Arts

Perf Arts		**Masculine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	19 67.9%	3 10.7%	5 17.9%	1 3.6%	28 100.0%	28 100.0%
HN (66% Female)	17 47.2%	6 16.7%	7 19.4%	6 16.7%	36 100.0%	36 100.0%
SPM (50% Female)	13 50.0%	2 7.7%	5 19.2%	6 23.1%	26 100.0%	26 100.0%
Total Females	49 54.4%	11 12.2%	17 18.9%	13 14.4%	90 100.0%	90 100.0%

Table 18 – Feminine-Female Interest in Performance Arts

Per Arts		**Feminine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	17 63.0%	3 11.1%	5 18.5%	2 7.4%	27 100.0%	27 100.0%
HN (66% Female)	24 42.9%	15 26.8%	8 14.3%	9 16.1%	56 100.0%	56 100.0%
SPM (50% Female)	24 57.1%	7 16.7%	10 23.8%	1 2.4%	42 97.7%	43 100.0%
Total Females	65 52.0%	25 20.0%	23 18.4%	12 9.6%	125 99.2%	126 100.0%

At Notre Dame 22% of masculine-females interested in performance arts whereas 32% of feminine-females interested in performance arts. Saint Peter Marian and Holy Name also had similar patterns of interest as Notre Dame with slightly higher proportion of masculine-females interested in the performance arts than among the feminine-females. These are peculiar results because it was assumed that in the performance arts the greater likelihood of interest would be from the feminine-females. The greater likelihood of masculine-female interest may be due to the interpretation placed on what the career itself means in terms of females.

Table 19 – Masculine-Female Interest in Visual Arts

Visual Arts	Masculine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	14 50.0%	5 17.9%	7 25.0%	2 7.1%	28 100.0%	28 100.0%
HN (66% Female)	16 44.4%	6 16.7%	9 25.0%	5 13.9%	36 100.0%	36 100.0%
SPM (50% Female)	10 38.5%	5 19.2%	4 15.4%	7 26.9%	26 100.0%	26 100.0%
Total Females	40 44.4%	16 17.8%	20 22.2%	14 15.6%	90 100.0%	90 100.0%

Table 20 – Feminine-Female Interest in Visual Arts

Visual Arts	Feminine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	12 44.4%	6 22.2%	5 18.5%	4 14.8%	27 100.0%	27 100.0%
HN (66% Female)	18 32.1%	11 19.6%	16 28.6%	11 19.6%	56 100.0%	56 100.0%
SPM (50% Female)	19 44.2%	10 23.3%	6 14.0%	8 18.6%	43 100.0%	43 100.0%
Total Females	49 38.9%	27 21.4%	27 21.4%	23 18.3%	126 100.0%	126 100.0%

The visual arts data produced very mixed results. At Notre Dame both the masculine-females and feminine-females expressed the same levels of interest (~32%) though the feminine-females were twice as likely to be "very" interested. At Holy Name about 10% more feminine-females expressed an interest in visual arts as masculine-females. At Saint Peter Marian the opposite results were seen. Almost 10% more masculine-females as feminine-females expressed an interest in visual arts careers. This is curious especially given that the business and technical careers at Saint Peter Marian seems to encourage and achieve relative gender equity in. For some reason this field of art is displaying that same pattern in which the relatively "independent" masculine types are more likely to go pioneer gender equity as we find in engineering.

Table 21 – Masculine-Female Interest in Music

Music	Masculine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	19 70.4%	2 7.4%	3 11.1%	3 11.1%	27 96.4%	28 100.0%
HN (66% Female)	21 58.3%	10 27.8%	1 2.8%	4 11.1%	36 100.0%	36 100.0%
SPM (50% Female)	13 50.0%	2 7.7%	7 26.9%	4 15.4%	26 100.0%	26 100.0%
Total Females	53 56.9%	14 15.7%	11 12.4%	11 12.4%	89 98.9%	90 100.0%

Table 22 – Feminine-Female Interest in Music

Music	Feminine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	19 70.4%	2 7.4%	5 18.5%	1 3.7%	27 100.0%	27 100.0%
HN (66% Female)	34 60.7%	12 21.4%	5 8.9%	5 8.9%	56 100.0%	56 100.0%
SPM (50% Female)	26 61.9%	10 23.8%	4 9.5%	2 4.8%	42 97.7%	43 100.0%
Total Females	79 63.2%	24 19.2%	14 11.2%	8 6.4%	125 99.2%	126 100.0%

The findings for the music professions were similar to those for the visual arts. About 22% of both the masculine and feminine females of Notre Dame expressed an interest in music though the masculine-females were three times as likely to be "very" interested. At Holy Name slightly more feminine-females as masculine-females expressed interest in music, though the "very" interested group was disproportionably masculine-females. However, the interesting data was at Saint Peter Marian, where almost three times as many masculine-females as feminine-females expressed interest in musical careers. This could be due to specific programs that Saint Peter Marian may have for students' interested in music, but it fits the pattern of masculine Saint Peter Marian women pioneering the "risky" business careers or those involving counter-stereotypical aspirations that involve a different kind of risk or pressure. It could be that the arts really aren't fully acceptable as a career to the parents of the Saint Peter Marian student culture. Hence, it is the mavericks who express such interests.

The masculine-female and feminine-female interest in a media profession can be found in Tables 23 and 24.

Table 23 – Masculine-Female Interest in Media

Media	Masculine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	9 32.1%	14 50.0%	2 7.1%	3 10.7%	28 100.0%	28 100.0%
HN (66% Female)	9 25.0%	9 25.0%	11 30.6%	7 19.4%	36 100.0%	36 100.0%
SPM (50% Female)	10 38.5%	6 23.1%	8 30.8%	2 7.7%	26 100.0%	26 100.0%
Total Females	28 31.1%	29 32.2%	21 23.3%	12 13.3%	90 100.0%	90 100.0%

Table 24 – Feminine-Female Interest in Media

Media	Feminine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	11 40.7%	8 29.6%	6 22.2%	2 7.4%	27 100.0%	27 100.0%
HN (66% Female)	17 30.9%	24 43.6%	8 14.5%	6 10.9%	55 98.2%	56 100.0%
SPM (50% Female)	17 40.5%	16 38.1%	7 16.7%	2 4.8%	42 97.7%	43 100.0%
Total Females	45 36.3%	48 38.7%	21 16.9%	10 8.1%	124 98.4%	126 100.0%

Varying interests were seen in the media professions. Notre Dame, the all female school had more feminine-females (29%) interested in media than masculine-females (18%). However, at Holy Name and Saint Peter Marian, the coed schools, almost twice as many masculine-females, 50% and 39% respectively, as feminine-females, 25% and 22% respectively, expressed interest in a media profession. Perhaps at Notre Dame it is not particularly acceptable for both masculine and feminine females to pursue a career in media. Meanwhile at the coed schools it is not encouraged so it is more likely that the relatively independent masculine-females will attempt to pursue a media profession. This could also be due to the social environment in which the students are in or parental expectations. Perhaps this is another "risky" business career subject to mild discouragement, especially for women considering it.

The service and food service industry profession analyses produced similar results. At Notre Dame and Holy Name slightly less than twice as many masculine-females as feminine-females expressed interest in these careers. However at Saint Peter Marian the masculine-females and feminine-females expressed similar levels of interest in both professions. The interest tables can be seen in Appendix C.

Careers in social services are dominated by females. Therefore, the results in Tables 25 and 26 do not come to any surprise. Overall 7% more feminine-females are interested in careers in social services than masculine-females. Also for the most part more feminine-females than masculine-females expressed interest at the individual school level. The only exception is at Holy Name were about 44% of both masculine-females and feminine-females are interested in a career in social services. This similarity in interest by both the masculine-females and feminine-females at Holy Name may be due to the Hospice Services Program that Holy Name offers, while the other two schools do not.

Table 25 – Masculine-Female Interest in Social Services

Social Serv		**Masculine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	13 46.4%	8 28.6%	5 17.9%	2 7.1%	28 100.0%	28 100.0%
HN (66% Female)	14 38.9%	6 16.7%	12 33.3%	4 11.1%	36 100.0%	36 100.0%
SPM (50% Female)	15 57.7%	6 23.1%	2 7.7%	3 11.5%	26 100.0%	26 100.0%
Total Females	42 46.7%	20 22.2%	19 21.1%	9 10.0%	90 100.0%	90 100.0%

Table 26 – Feminine-Female Interest in Social Services

Social Serv	Feminine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	9 33.3%	8 29.6%	5 18.5%	5 18.5%	27 100.0%	27 100.0%
HN (66% Female)	20 35.7%	11 19.6%	20 35.7%	5 8.9%	56 100.0%	56 100.0%
SPM (50% Female)	19 44.2%	11 25.6%	8 18.6%	5 11.6%	43 100.0%	43 100.0%
Total Females	48 38.1%	30 23.8%	33 26.2%	15 11.9%	126 100.0%	126 100.0%

The next career discussed is civil services. Relatively few expressed interest in this career at all of the schools. However, there were some interesting results. These can be viewed in Tables 27 and 28.

Table 27 – Masculine-female Interest in Civil Services

Civil Serv	Masculine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	22 78.6%	5 17.9%	1 3.6%	0 0.0%	28 100.0%	28 100.0%
HN (66% Female)	21 58.3%	9 25.0%	4 11.1%	2 5.6%	36 100.0%	36 100.0%
SPM (50% Female)	19 73.1%	4 15.4%	1 3.8%	2 7.7%	26 100.0%	26 100.0%
Total Females	62 68.9%	18 20.0%	6 6.7%	4 4.4%	90 100.0%	90 100.0%

Table 28 – Feminine-female Interest in Civil Services

Civil Serv	Feminine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	19 70.4%	6 22.2%	0 0.0%	2 7.4%	27 100.0%	27 100.0%
HN (66% Female)	46 82.1%	7 12.5%	2 3.6%	1 1.8%	56 100.0%	56 100.0%
SPM (50% Female)	36 87.8%	4 9.8%	1 2.4%	0 0.0%	41 95.3%	43 100.0%
Total Females	101 81.5%	17 13.7%	3 2.4%	3 2.4%	124 98.4%	126 100.0%

Looking at the above tables at Notre Dame there are slightly, only 3% more feminine-females interested than masculine-females. Then looking at both Holy Name and Saint

Peter Marian there are over three times as many masculine-females interested in civil services career as feminine-females. The reason for the low interest overall is probably due to the fact that the private parochial schools stress college preparation and civil services careers do not all require a college education. However, Catholics have traditionally turned to government jobs, especially in politics and law enforcement, when discrimination in private firms was legal and intense. The police and fire department include many Irish and Italian civil servants and they can usually afford private parochial schools.

Few of the students at the three schools expressed low levels of interest in either the city and government administration careers. At the city level twice as many masculine-females (5.5%) expressed interest as the feminine-females (2%). These data can be viewed in Appendix C.

At the state and federal government levels slightly more student expressed interest in political careers than at the city level. This could be due to the fact that many students at these private schools do not live in Worcester. They live in surrounding towns. At Notre Dame, the all female school, the masculine and feminine females expressed similar interest, 15%. While at Holy Name and Saint Peter Marian, the coed schools, more than three times as many masculine-females expressed interest in elected politics and government service than feminine-females. These data can also be viewed in Appendix C.

When it comes to political careers both masculine-females and feminine-females are not very interested. A very small proportion of the students were interested in civil services, city administration, elected political office, government services and international politics. The relative rarity of interest was observed by both masculine-females and feminine-females for all of the schools. Not more than 10% were interested in any of those careers. This may be due to insufficient attention being paid to the political careers but the pattern we are seeing in politics is much like that found in the arts and other “risky” business careers without professional status and job security. Power and fame rewards are there, and attract some people, but the less flashy civil service, with its strong tradition of job

security, at the expense of lower pay does not offer much that people at this age are likely to appreciate unless people they now are in these careers. These data is shown in Appendix C. At all three schools more than twice as many masculine-females as feminine-females expressed interest in both an elected political profession and an international political profession.

Male BEM Scores vs. Career Aspirations vs. School Sex Mix

This section will compare masculine-male career aspirations with feminine-male career aspirations combined with the androgynous and undifferentiated-male career interests. Since there were very few feminine-males (only about thirty-three overall), the males who scored as androgynous and undifferentiated were combined with the feminine-males. Before combining the feminine-males with the androgynous and undifferentiated males the results were compared. For the most part the results were very similar and therefore pooling the categories together did not affect the results much. It is important to remember that when referring to "feminine"-males we are really referring to the feminine, androgynous and undifferentiated males as the Bem Sex Role Inventory classifies them.

The first career that will be discussed is education. As stated earlier, and we consider that is strongly reflected by the data in Table 1 and Table 2 below, teaching to be a female oriented career. The striking finding is that at Saint John's, the all male environment, the fewest masculine-males (14%) express an interest in teaching and the most feminine-males (44%) do so. The difference between Saint Johns and the coed schools among the masculine-males is modest but the percent interested in teaching climbed from 14% to 16% to 19% as the proportion of females increased. The feminine-males are roughly twice as likely to consider teaching as a career in the all male high school in Saint Peter Marian, coed high school. However, the proportion in interest at Notre Dame was similar to that at Saint John's high school. Saint Peter Marian is the deviant site with half of the proportion of people interest in teaching.

Table 1 – Masculine-Male Interest in Teaching

Teaching		**Masculine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	37 52.9%	23 32.9%	8 11.4%	2 2.9%	70 100%	70 100%
SPM (50% Male)	33 58.9%	14 25.0%	6 10.7%	3 5.4%	56 100%	56 100%
HN (34% Male)	18 41.9%	17 39.5%	6 14.0%	2 4.7%	43 100%	43 100%
Total Males	88 52.1%	54 32.0%	20 11.8%	7 4.1%	169 100%	169 100%

Table 2 – Feminine-Female Interest in Teaching

Teaching	Feminine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	12 41.4%	10 34.5%	7 24.1%	0 0/0%	29 100.0%	29 100.0%
SPM (50% Male)	8 47.1%	7 41.2%	2 11.8%	0 0.0%	17 100.0%	17 100.0%
HN (34% Male)	7 36.8%	7 36.8%	3 15.8%	2 10.5%	19 100.0%	19 100.0%
Total Males	27 41.5%	24 36.9%	12 18.5%	2 3.1%	65 100.0%	65 100.0%

Teaching is interpreted as a feminine profession and this characterization is strongly supported by the data when comparing Table 1 with Table 2. It is apparent that the results for the males show that more feminine-males are expressing interest in teaching than masculine-males. Focusing on Table 1, the masculine-males, there is a direct relationship between the number of females in the school and the expressed interest in their field on the part of the students. About 13% of the masculine-males at the all male school, Saint John's, expressed interest while 16% of the masculine-males at the 50% male school, Saint Peter Marian, expressed interest. Most noticeably is the school in which the male population is dominated 66% female to 34% male, Holy Name. Almost 19% of the masculine-males at Holy Name expressed interest in the feminine profession of teaching. These results demonstrated a steady progression likely due to the correlation between the male to female ratio.

Next engineering, a male dominated career, will be discussed. Unlike the female data collected for the engineering professions, there were no striking results. On the order of 2-3 times as many masculine as feminine students are interested in engineering. Tables 3 and 4, display the results of masculine-male and feminine-male interests in engineering.

Table 3 – Masculine-Male Interest in Engineering

Engineer	Masculine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	22 31.4%	20 28.6%	17 24.3%	11 15.7%	70 100%	70 100%
SPM (50% Male)	12 21.4%	22 39.3%	15 26.8%	7 12.5%	56 100%	56 100%
HN (34% Male)	8 18.6%	14 32.6%	12 27.9%	9 20.9%	43 100%	43 100%
Total Males	42 24.9%	56 33.1%	44 26.0%	27 16.0%	169 100%	169 100%

Table 4 – Feminine-Male Interest in Engineering

Engineer	Feminine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	11 37.9%	8 27.6%	6 20.7%	4 13.8%	29 100.0%	29 100.0%
SPM (50% Male)	8 47.1%	5 29.4%	4 23.5%	0 0.0%	17 100.05%	17 100.0%
HN (34% Male)	8 42.1%	5 26.3%	3 15.8%	3 15.8%	19 100.0%	19 100.0%
Total Males	27 41.5%	18 27.7%	13 20.0%	7 10.8%	65 100.0%	65 100.0%

Overall about 11% more masculine-males as feminine-males expressed interest in engineering. Again, this was expected since engineering is considered a male oriented profession. When comparing the individual schools, half of the masculine-males at Holy Name expressed interest in engineering. While at Saint John's and Saint Peter Marian, 40% of the masculine-males expressed interest. However, the most interesting results were obtained when comparing the feminine-males. Saint John's, the all male environment, expressed feminine-males expressed slightly more interest in engineering than at the coed schools at 35%, Holy Name with 32% interested and then Saint Peter Marian with 24% interested. It seems that at Saint John's it may be slightly more acceptable for a feminine-male to pursue a career in engineering than at Saint Peter Marian. On the other hand Saint Peter Marian was closest to having achieved gender equity as traditionally defined in term of men and women. It is only as we look at gender identity within the sex groups that proportionally twice as many masculine as feminine males expressed interest, and the trend among females was similar.

Interest levels in the male dominated computer related professions were a mirror image to that of the engineering professions. These results can be seen in Tables 5 and 6.

Table 5 – Masculine-Male Interest in Computers

Computers	Masculine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	25 35.7%	25 35.7%	17 24.3%	3 4.3%	70 100%	70 100%
SPM (50% Male)	26 47.3%	19 34.5%	7 12.7%	3 5.5%	55 98.2%	56 100%
HN (34% Male)	18 41.9%	8 18.6%	12 27.9%	5 11.6%	43 100%	43 100%
Total Males	69 41.1%	52 31.0%	36 21.4%	1 7.1%	168 99.5%	169 100%

Table 6 – Feminine-Male Interest in Computers

Computers	Feminine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	16 55.2%	7 24.1%	3 10.3%	3 10.3%	29 100.0%	29 100.0%
SPM (50% Male)	10 58.8%	5 29.4%	2 11.8%	0 0.0%	17 100.05%	17 100.0%
HN (34% Male)	8 42.1%	5 26.3%	3 15.8%	3 15.8%	19 100.0%	19 100.0%
Total Males	34 52.3%	17 26.2%	8 12.3%	6 9.2%	65 100.0%	65 100.0%

About 7% more masculine-males as feminine-males expressed interest in computer careers overall. When comparing the individual schools almost twice as many masculine-males expressed interest at Holy Name than Saint Peter Marian. Additionally, 11% more masculine-males at Holy Name expressed interest than at Saint John's. There was also an 11% difference of interest between Saint John's and Saint Peter Marian. Similar results were obtained for the feminine-males as well. At Holy Name 2-3 times more feminine-males expressed interest in computing than at Saint John's and Saint Peter Marian. For some reason the Holy Name males seem most likely to express interest in this field. These differences could be due to the computer labs available (or not available) at each school, particularly popular teachers or the jobs of the parents. However, it is clear that

the pattern is not being shaped simply by gender ratios at the schools and gender identity of the students, though those clearly matter.

Information Technology's data is shown in Appendix D. Like computers and engineering the masculine-males were slightly more likely to express interest, about 3% more, than the feminine-males. Also there wasn't much difference between the proportion of interested feminine-males at each school, only about 3% difference. The masculine-males had varying results with 37% of masculine-males at Holy Name expressing interest; followed by Saint John's at 26% and Saint Peter Marian at 16% of the masculine-males expressing interest. These results clearly resemble those of computers, with Holy Name expressing the most interest in both the masculine-male and feminine-male categories, so the tables are not presented here.

Despite low overall interest levels, the aspiration data for the physical sciences produced some striking results. Tables 7 and 8 show the masculine-male and feminine-male interest in a physical science career.

Table 7 – Masculine-Male Interest in Physical Sciences

Phys Sci	**Masculine-Males**					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	30 42.9%	26 37.1%	13 18.6%	1 1.4%	70 100%	70 100%
SPM (50% Male)	32 58.2%	13 23.6%	6 10.9%	4 7.3%	55 98.2%	56 100%
HN (34% Male)	18 42.9%	13 31.0%	8 19.0%	3 7.1%	42 97.6%	43 100%
Total Males	80 47.9%	52 31.1%	27 16.2%	8 4.8%	167 98.8%	169 100%

Table 8 – Feminine-Male Interest in Physical Science

Phys Sci	Feminine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	11 37.9%	12 41.4%	4 13.8%	2 6.9%	29 100.0%	29 100.0%
SPM (50% Male)	9 52.9%	6 35.3%	2 11.8%	0 0.0%	17 100.05%	17 100.0%
HN (34% Male)	13 68.4%	3 15.8%	3 15.8%	0 0.0%	19 100.0%	19 100.0%
Total Males	33 50.8%	21 32.3%	9 13.8%	2 3.1%	65 100.0%	65 100.0%

Overall, 4% more masculine-males expressed interest than feminine-males. Physical sciences are considered a slightly more male oriented field so this comes as no surprise. Similar proportion of the masculine-males at Saint John's and Saint Peter Marian are expressing interest, about 20%, in physical science careers. Again, Holy Name had the largest percentage of interested students at 26%. However, when looking at the feminine-males Saint John's, the all male environment produced the largest proportion of interested students at 21%. This is almost twice the level of interested students found at Saint Peter Marian and about 5% more than the interest level found at Holy Name.

Trade is a male dominated field, and it showed in the results of the aspiration survey. 23.3% of Holy Name masculine-males expressed an interest in the trades. 15.4% of the masculine-males at Saint Johns expressed an interest in this field, and 32.1% of the masculine-males at Saint Peter Marians expressed an interest in them. Although this does not show a relationship between being interested in the trades and being a masculine-male at an all male school and a masculine-man at a coed school than females, it certainly shows that males are much more interested in entering this field than females. It must also be kept in mind that these schools do not have trade programs; therefore the students aware of the possibility than those in the public schools, which would have a Voke school in the system. Also noteworthy is the fact that there is a vocational trade school nearby each of these schools; therefore students interested in the trades are more likely to be found at the regional vocational school. The data can be found in Appendix D.

Business, a non gender biased career, yielded a much larger percentage of masculine-male interest (69%) than feminine-male interest (43%).Hence, 26% more masculine-males expressed interest in a business career than feminine-males. Table 9 displays the interests of masculine-males in business at each school and Table 10 displays the interests of feminine-males in business at each school. While there are proportionally more masculine-males interested in business at the single sex school than the coed schools the difference is noticeable but moderate in size and the two coed schools are similar.

Table 9 – Masculine-Male Interest in Business

Business	**Masculine-Males**					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	4 5.7%	12 17.1%	26 37.1%	28 40.0%	70 100%	70 100%
SPM (50% Male)	9 16.4%	12 21.8%	16 29.1%	18 32.7%	55 98.2%	56 100%
HN (34% Male)	8 18.6%	7 16.3%	14 32.6%	14 32.6%	43 100%	43 100%
Total Males	21 12.5%	31 18.5%	56 33.3%	60 35.7%	168 99.5%	169 100%

Table 10 – Feminine-Male Interest in Business

Business	**Feminine-Males**					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	9 31.0%	4 13.8%	9 31.0%	7 24.1%	29 100.0%	29 100.0%
SPM (50% Male)	4 23.5%	10 58.8%	1 5.9%	2 11.8%	17 100.05%	17 100.0%
HN (34% Male)	6 31.6%	4 21.1%	5 26.3%	4 21.1%	19 100.0%	19 100.0%
Total Males	19 29.2%	18 27.7%	15 23.1%	13 20.0%	65 100.0%	65 100.0%

Among the feminine-males there is something else going on, as the two coed schools are so different, one approximately the single sex figure and the other not. Specifically, Saint John's produced the largest percentage of students interested in business (77%). Saint John's also has the largest percentage of interested feminine-males (55%). Holy Name follows with 65% of the masculine-males expressing interest in business compared to

47% of the feminine-males. Saint Peter Marian yielded the most striking results. About 62% of the masculine-males expressed interest. However, for some reason, only 18% of the feminine-males expressed interest. This striking difference between masculine and feminine male interest only appeared at Saint Peter Marian and we really don't know why but clearly another factor in addition to the gender ratio at the school is at work.

Masculine-male and feminine-male levels of interest in medical practice, a slightly more male oriented field, can be seen in Tables 11 and 12.

Table 11 – Masculine-Male Interest in Medical Practice

Med Pract	**Masculine-Males**					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	20 28.6%	21 30.0%	17 24.3%	12 17.1%	70 100%	70 100%
SPM (50% Male)	36 65.5%	9 16.4%	5 9.1%	5 9.1%	55 98.2%	56 100%
HN (34% Male)	22 51.2%	11 25.6%	4 9.3%	6 14.0%	43 100%	43 100%
Total Males	78 46.4%	41 24.4%	26 15.5%	23 13.7%	168 99.5%	169 100%

Table 12 – Feminine-Male Interest in Medical Practice

Med Pract	**Feminine-Males**					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	16 55.2%	7 24.1%	3 10.3%	3 10.3%	29 100.0%	29 100.0%
SPM (50% Male)	10 58.8%	3 17.6%	1 5.9%	3 17.6%	17 100.05%	17 100.0%
HN (34% Male)	14 73.7%	4 21.1%	1 5.3%	0 0.0%	19 100.0%	19 100.0%
Total Males	40 61.5%	14 21.5%	5 7.7%	6 9.2%	65 100.0%	65 100.0%

Medical practice, a slightly more male oriented profession, yielded about 12% more masculine-males expressing interest than feminine-males overall. The masculine-males at Saint John's, the all male environment, expressed about twice as much interest as the student at the co-ed schools, Saint Peter Marian and Holy Name. The co-ed schools were similar. It is apparent that something else was at work among the feminine-males. Almost

four times as many feminine-males at Saint John's expressed interest than at Holy Name. However, Saint Peter Marian's feminine-males were even more interested in medical practice than those at Saint John's. From this data it appears as though at the all male environment it is acceptable for both masculine and feminine students to pursue this more masculine oriented career. However, something at Saint Peter Marian is rearranging the usually pattern. More feminine-males than masculine-males are interested in the field as something approaching parity is being achieved.

Medical support yielded results similar to medical practice. Again, more masculine-males expressed interest than feminine-males. This came to be surprising since medical support is usually considered a female oriented profession. In addition Saint John's had about twice as many masculine-males interested in support than Saint Peter Marian or Holy Name. The only striking difference is the feminine-males at Saint Peter Marian seemed to express about 2-3 times as much interest as Saint John's and Holy Name. This data can be viewed in Appendix D. Again, something is going on at Saint Peter Marian that is making the two co-ed schools highly divergent in the aspirations of their students, especially the feminine-males.

Medical other yielded similar results to medical support. Again, twice as many masculine-males expressed interest than feminine-males. This is surprising because medical other is also considered a disproportionately female career. In addition, the feminine-males at Saint John's expressed about twice as much interest (14%) as those at Saint Peter Marian (6%) comparable proportion expressed interest as at Holy Name (11%). It is hard to say why Saint Peter Marian feminine-males expressed so little interest compared to the other two schools after being disproportionately interested in medical practice and medical support, but the two are clearly not considered synonymous at that high school. This data can be viewed in Appendix D.

Law, a more masculine oriented profession presents us with a mixed picture. Overall only 9% more masculine-males expressed interest in this field, compared to the feminine-males. This data can be viewed in Tables 13 and 14.

Table 13 – Masculine-Male Interest in Law

Legal	Masculine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	16 22.9%	24 34.3%	17 24.3%	13 18.6%	70 100%	70 100%
SPM (50% Male)	23 41.8%	15 27.3%	9 16.4%	8 14.5%	55 98.2%	56 100%
HN (34% Male)	20 46.5%	11 25.6%	7 16.3%	5 11.6%	43 100%	43 100%
Total Males	59 35.1%	50 29.8%	33 19.6%	26 15.5%	168 99.5%	169 100%

Table 14 – Feminine-Male Interest in Law

Legal	Feminine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	10 34.5%	7 24.1%	10 34.5%	2 6.9%	29 100.0%	29 100.0%
SPM (50% Male)	11 64.7%	4 23.5%	1 5.9%	1 5.9%	17 100.05%	17 100.0%
HN (34% Male)	9 47.4%	7 36.8%	1 5.3%	2 10.5%	19 100.0%	19 100.0%
Total Males	30 46.2%	18 27.7%	12 18.5%	5 7.7%	65 100.0%	65 100.0%

However, comparing Tables 13 and 14 reveals some differences in interest between the schools. At Saint John's 43% of the masculine-males and 41% of the feminine-males expressed interest in law. This indicates roughly equal interest in law by both the masculine and feminine male students, so gender identity does not matter in the all male environment. However, at Saint Peter Marian only 31% of masculine-males and 12% of feminine-males expressed an interest in law. At Holy Name even fewer, only 28%, of masculine-males expressed interest but again half as many (16%) of the feminine-males expressed interest in a law career. At the coed schools we are seeing over a 2:1 difference between the masculine-male and feminine-male levels of interest while at Saint John's, the all male environment, we are seeing essentially no difference in levels of interest something in the co-ed environment is activating the gender identity variable and discouraging the feminine-males from this career choice.

Next, the arts will be discussed. Almost twice as many feminine-males are expressing interest in both the performance and visual arts than one find among the masculine-males. This was expected as the arts are usually considered a more feminine career. Tables 15 and 16 display the masculine and feminine male interests in performing arts. Appendix D displays the masculine and feminine male data on the visual arts, which was essentially the same pattern.

Table 15 – Masculine-Male Interest in Performance Arts

Art Perf	**Masculine-Males**					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	48 68.6%	15 21.4%	5 7.1%	2 2.9%	70 100%	70 100%
SPM (50% Male)	47 85.5%	4 7.3%	3 5.5%	1 1.8%	55 98.2%	56 100%
HN (34% Male)	34 79.1%	6 14.0%	3 7.0%	0 0.0%	43 100%	43 100%
Total Males	129 76.8%	25 14.9%	11 6.5%	3 1.8%	168 99.5%	169 100%

Table 16 – Feminine-Male Interest in Performance Arts

Art Perf	**Feminine-Males**					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	22 75.9%	4 13.8%	1 3.4%	2 6.9%	29 100.0%	29 100.0%
SPM (50% Male)	13 76.5%	1 5.9%	3 17.6%	0 0.0%	17 100.05%	17 100.0%
HN (34% Male)	13 68.4%	1 5.3%	1 5.3%	4 21.1%	19 100.0%	19 100.0%
Total Males	48 73.8%	6 9.2%	5 7.7%	6 9.2%	65 100.0%	65 100.0%

Tables 15 and 16 display the interest of the masculine and feminine males in performance arts. Note in particular the "very interested" columns for each school. The overall difference is noticeable, 9% vs. 2%, but equally striking is the fact that no Holy Name masculine-males and no Saint Peter Marian feminine-males are interested in pursuing this career. On the other hand the number of careers is small, only nine students in total expressed a high level of interest and four of them are the feminine-males at Saint John's. At Saint John's a slightly greater proportion of masculine-males expressed interest than at

Saint Peter Marian and Holy Name. At Saint John's about 10% of masculine-males expressed interest while at both the coed schools only 7% of masculine-males expressed interest. However, when comparing the feminine-males Saint John's had the smallest proportion express interest (10%) while at Saint Peter Marian, proportionally, almost twice as many feminine-males expressed interest as at Saint John's. There was an even bigger difference between the percent interested at Holy Name and Saint John's. Almost three times as many Holy Name feminine-males expressed interest in the performance arts as did those at Saint John's. It seems at Saint John's it doesn't matter if you have a masculine or feminine personality as the probability of expressing an interest was about equal for both the masculine and feminine male students (10%). However, at the coed schools it seems that it is more acceptable for the feminine-male students to pursue a performing arts career than the masculine-male students. Similar results occurred with visual arts career aspirations. These data can be viewed in Appendix D.

Unlike performance and visual arts, the musical arts are equally likely to be of interest to masculine-male and feminine-male students. Overall 3% more masculine-males expressed interest than feminine-males which was quite unlike the performance and visual arts figures. These data can be viewed in Tables 17 and 18.

Table 17 – Masculine-Male Interest in Musical Arts

Musical		**Masculine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	48 68.6%	9 12.9%	8 11.4%	5 7.1%	70 100%	70 100%
SPM (50% Male)	34 61.8%	8 14.5%	5 9.1%	8 14.5%	55 98.2%	56 100%
HN (34% Male)	27 62.8%	5 11.6%	7 16.3%	3 7.0%	43 100%	43 100%
Total Males	109 64.9%	22 13.1%	20 11.9%	16 9.5%	168 99.5%	169 100%

Table 18 – Feminine-Male Interest in Musical Arts

Musical	Feminine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	20 69.0%	4 13.8%	4 13.8%	1 3.4%	29 100.0%	29 100.0%
SPM (50% Male)	9 52.9%	5 29.4%	1 5.9%	2 11.8%	17 100.05%	17 100.0%
HN (34% Male)	10 52.6%	5 26.3%	3 15.8%	1 5.3%	19 100.0%	19 100.0%
Total Males	39 60.0%	14 21.5%	8 12.3%	4 6.2%	65 100.0%	65 100.0%

There wasn't much variation between the schools in the proportion of student interested in the musical arts. Overall the coed schools expressed about 2-3% more interest than Saint John's. This was true of both the masculine and feminine male students. This could be due to the fact that the musical arts encompass such a broad range of topics from performing in a rock band to playing the violin in an orchestra or quartet that the field does not have the clear gender association that one has in other areas of the arts.

Next the careers in media will be discussed. This career aspiration yielded varying results by school especially for the feminine-males. Overall about 11% more masculine-males expressed interest as compared to the feminine-males. These data can be viewed in Tables 19 and 20.

Table 19 – Masculine-Male Interest in Media

Media	Masculine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	23 32.9%	24 34.3%	17 24.3%	6 8.6%	70 100%	70 100%
SPM (50% Male)	14 25.5%	22 40.0%	13 23.6%	6 10.9%	55 98.2%	56 100%
HN (34% Male)	14 32.6%	10 23.3%	13 30.2%	6 14.0%	43 100%	43 100%
Total Males	51 30.4%	56 33.3%	43 25.6%	18 10.7%	168 99.5%	169 100%

Table 20 – Feminine-Male Interest in Media

Media	Feminine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	17 58.6%	7 24.1%	3 10.3%	2 6.9%	29 100.0%	29 100.0%
SPM (50% Male)	7 41.2%	6 35.3%	0 0.0%	4 23.5%	17 100.05%	17 100.0%
HN (34% Male)	5 27.8%	6 33.3%	2 11.1%	5 27.8%	18 94.7%	19 100.0%
Total Males	29 45.3%	19 29.7%	5 7.8%	11 17.2%	64 98.5%	65 100.0%

When comparing the proportion of masculine-male interest in Table 19 it is apparent that Holy Name is expressing the most interest with 44%. Similar interest levels appeared at both Saint John's (33%) and Saint Peter Marian (35%). Now when looking at the feminine-male interest in Table 20 it is apparent that the feminine-males at Holy Name are most likely to express interest in this field with 40% doing so. This is comparable to the masculine-male interest at Holy Name. However, at both Saint John's and Saint Peter Marian proportionally about twice as many masculine-males expressed interest in this field than feminine-males who expressed interest at Saint John's (17%) at Saint Peter Marian (24%). The heightened level of interest at Holy Name could be due to a program offered at that school which isn't offered at the other two schools, but clearly this is not a pattern to be explained simply in terms of sex ratio by school and gender identity of the students. Something else, probably interesting, is going on, but further investigation beyond the scope of this project would be needed to figure out what.

When it comes to the food and service industry relatively low levels of interest were expressed. Overall for the food service industry about twice as many masculine-males expressed interest in such a career as feminine-males. In the service industry only about 4% more masculine-males expressed interest compared to feminine-males. In the food service industry it seems that with both the masculine and feminine male students about twice as many students at Holy Name are expressing interest as at Saint Peter Marian or Saint John's. However, when it comes to the service industry the student of all of the schools are expressing about equal interest with no noticeable difference in the proportion

of masculine and feminine male students with this interest. These data can be viewed in Appendix D.

Careers in social services are more common among women in the current workforce. For the future, almost twice as many feminine-males as masculine-males expressed interest in such careers overall. Hence, the situation seems unlikely to change in the next generation. These data can be viewed in Tables 21 and 22.

Table 21 – Masculine-Male Interest in Social Services

Social S.		**Masculine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	43 61.4%	19 27.1%	4 5.7%	4 5.7%	70 100%	70 100%
SPM (50% Male)	38 69.1%	12 21.8%	5 9.1%	0 0.0%	55 98.2%	56 100%
HN (34% Male)	31 72.1%	10 23.3%	2 4.7%	 0.0%	43 100%	43 100%
Total Males	112 66.7%	41 24.4%	11 6.5%	4 2.4%	168 99.5%	169 100%

Table 22 – Feminine-Male Interest in Social Services

Social S.		**Feminine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	21 72.4%	5 17.2%	3 10.3%	0 0.0%	29 100.0%	29 100.0%
SPM (50% Male)	10 58.8%	3 17.6%	3 17.6%	1 5.9%	17 100.05%	17 100.0%
HN (34% Male)	13 68.4%	3 15.8%	1 5.3%	2 10.5%	19 100.0%	19 100.0%
Total Males	44 67.7%	11 16.9%	7 10.8%	3 4.6%	65 100.0%	65 100.0%

At Saint John's about 10% of both the masculine and feminine males expressed interest in social services careers. However, at the coed schools, Saint Peter Marian and Holy Name, proportionately, over twice as many feminine-males expressed interest in them compared to the masculine-males. Again, it seems at Saint John's, the all male environment; the odds of expressing interest in this career don't change whether you are a

masculine-male (12%) or feminine-male (10%) student. However at the coed schools two to three times as many feminine-male students expressed interest in the social services as the masculine-male students. This accounts for more feminine-males being interested in this field than masculine-males overall. There also seems to be more interest in this field at Saint Peter Marian than at the other two study sites.

The males expressed considerably more interest in civil services than the females. Likewise, about twice as many masculine-males as feminine-males expressed interest in civil services. These data can be viewed in Tables 23 and 24.

Table 23 – Masculine-Male Interest in Civil Services

Civil Serv		**Masculine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	41 58.6%	18 35.7%	9 12.9%	2 2.9%	70 100%	70 100%
SPM (50% Male)	22 40.7%	8 14.8%	15 27.8%	9 16.7%	55 98.2%	56 100%
HN (34% Male)	15 34.9%	11 25.6%	7 16.3%	10 23.3%	43 100%	43 100%
Total Males	78 46.7%	37 22.2%	31 18.6%	21 12.6%	167 98.8%	169 100%

Table 24 – Feminine-Male Interest in Civil Services

Civil Serv		**Feminine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	20 69.0%	3 10.3%	5 17.2%	1 3.4%	29 100.0%	29 100.0%
SPM (50% Male)	9 52.9%	5 29.4%	3 17.6%	0 0.0%	17 100.05%	17 100.0%
HN (34% Male)	10 52.6%	7 36.8%	1 5.3%	1 5.3%	19 100.0%	19 100.0%
Total Males	39 60.0%	15 23.1%	9 13.8%	2 3.1%	65 100.0%	65 100.0%

Varying results emerge as one compares Tables 23 and 24. When looking at the masculine-males almost three times as many masculine-males at the coed schools expressed interest than at Saint John's the all male environment. At Holy Name 40% of masculine-males expressed an interest in this field and at Saint Peter Marian 45% of

masculine-males expressed an interest. By comparison, at Saint John's, only 16% of masculine-males expressed interest in a civil services career choice. Indeed Saint John's was the only school where more feminine-males expressed interest (21%) than masculine-males (16%). At Saint Peter Marian and Holy Name only 18% and 11% of feminine-males expressed interest respectively, thus 2-3 times as many masculine-males were interest in these fields at the coed schools. Again, the single sex school environment seems to deactivate, or make irrelevant the students gender identity in considering this career choice.

When it comes to both city and government administration very low interest was expressed by both the masculine and feminine males. In both cases twice as many masculine-males expressed interest in these careers as feminine-males. Overall only 10% of masculine-males and 5% of feminine-males expressed interest in city administration and only 18% of masculine-males and 8% of feminine-males expressed interest in government administration. There also wasn't much difference between the schools for either the masculine or feminine males.

Interestingly when it comes to the political careers both "elected political" and "international political" similar proportion of the masculine and feminine males expressed interest. About 15% of both the masculine and feminine males expressed interest in these political careers overall. There was also very little difference between the schools, no more than 2% differences. These data can be viewed in Appendix D.

The overall picture is one in which the gender identity of the male student is much more likely to be activated and affect career aspirations at the co-ed schools than at the single sex school. By contrast, among the females, the masculine-females were the most likely to challenge, rather than adhere to gender expectations.

Masculine BEM Scores vs. Career Aspirations vs. School Sex Mix

Before discussing the masculine-females vs. masculine-males and feminine-females versus feminine-males a summary table is shown below. This table allows one to simply compare and contrast the differences in interest for each career between each sex and their gender identity. In particular note that the masculine-females and masculine-males are all expressing similar interest in each career. However, when looking at the feminine-females and feminine-males there is a difference in career aspirations.

Summary Table of Masculine and Feminine Students

	Masculine-Female %	Masculine-Male %	Feminine-Female %	Feminine-Male %
Teaching	19.1%	15.9%	41.4%	21.6%
Engineering	20.0%	42.0%	11.3%	30.8%
Physical Sci.	15.7%	21.0%	8.0%	16.9%
Info. Tech.	6.8%	25.5%	9.5%	23.0%
Computers	13.5%	28.5%	11.1%	21.5%
Business	55.1%	69.0%	34.4%	43.1%
Trade	3.3%	23.1%	1.6%	15.3%
Med. Pract.	45.6%	29.2%	48.8%	16.9%
Med. Supp.	23.3%	16.1%	33.6%	10.9%
Med. Other	25.6%	19.6%	37.6%	10.8%
Legal	38.8%	35.1%	21.8%	26.2%
Perf. Arts	33.3%	8.3%	28.0%	16.9%
Visual Arts	37.8%	11.3%	39.7%	18.4%
Musical Arts	24.8%	21.4%	17.6%	18.5%
Media	36.6%	36.3%	25.0%	25.0%
Food Service	25.6%	12.4%	14.4%	12.4%
Serv. Industry	23.4%	16.1%	19.2%	12.3%
Social Serv.	31.1%	8.9%	38.1%	15.4%
Civil Serv.	11.1%	31.2%	4.8%	16.9%
City Admin.	5.5%	9.6%	1.6%	4.6%
Elected Pol.	13.3%	13.2%	4.0%	10.8%
Gov. Service	15.6%	18.4%	5.5%	7.7%
International Pol.	18.9%	18.0%	7.2%	13.8%

The following tables are an analysis of masculine-males and masculine females. As stated earlier, teaching is a career oriented for the feminine types of each sex. The following tables show how not many masculine males or females are interested in the field of teaching.

Table 1 – Masculine-Female Interest in Teaching

Teaching	**Masculine Females**	
	Not Interested	Interested
Single Sex	23 85.1%	4 14.8%
Coed	49 79.0%	13 21.0%

Table 2 – Masculine-Male Interest in Teaching

Teaching	**Masculine Males**	
	Not Interested	Interested
Single Sex	60 85.7%	10 14.3%
Coed	82 82.9%	17 17.1%

When comparing Table 1 and Table 2 you are able to see that not many people are interested in teaching in either of these two groups. The Tables show that the least interested group is masculine-males in a single sex school with only 14.3%. The numbers slightly rise for masculine-males in a coed school to 17.1% that are interested. The numbers of masculine-females that are interested in teaching are greater in both cases, with 14.8% in single sex schools and 21.0% in coed schools.

Although teaching is a female oriented career, when comparing Table 1 with Table 2 it is clear that neither masculine-males nor masculine-females lean towards teaching as a career they want to pursue.

Engineering is a male dominated career, however the numbers are of interested masculine-females is rising. Although there are more females interested, the numbers of males interested are still greater and therefore it will still be a male dominated career.

Table 3– Masculine-Female Interest in Engineering

Engineering	**Masculine Females**	
	Not Interested	Interested
Single Sex	18 64.3%	10 35.7%
Coed	54 87.1%	8 12.9%

Table 4 – Masculine-Male Interest in Engineering

Engineering	**Masculine Males**	
	Not Interested	Interested
Single Sex	42 60.0%	28 40.0%
Coed	56 56.6%	43 43.4%

When comparing Table 3 and Table 4 it is clear that more masculine-males are interested in engineering than masculine-females. In coed schools, only 12.9% of masculine-females are interested where 43.4% of masculine-males want to be engineers. In single sex schools the numbers are closer but still more masculine-males are interested than masculine-females. There are 40.0% males and 35.7% females interested in the single sex schools.

Engineering is a male dominated career right now, but the tables show that more masculine-females are becoming interested in such a field of work.

Similar to engineering, computers are a male dominated field. The numbers a aren't as strong for computers in either case compared to engineering but they are similar when comparing the amount of masculine-males interested to the number of masculine-females interested.

Table 5– Masculine-Female Interest in Computers

Computers	**Masculine Females**	
	Not Interested	Interested
Single Sex	23 85.2%	4 11.1%
Coed	54 87.1%	8 12.9%

Table 6 – Masculine-Male Interest in Computers

Computer**s**	**Masculine Males**	
	Not Interested	Interested
Single Sex	50 71.4%	20 28.6%
Coed	71 71.7%	28 28.3%

When looking at both Table 5 and Table 6, it is evident that overall and in each case, more masculine-males are interested in computers than masculine-females. The percent

of masculine-males interested is very close in single sex schools and coed schools with 28.6% and 28.3% interested respectively. There is about a 3:1 ratio of masculine-males to masculine-females interested. In single sex schools 11.1% of masculine-females are interested and in coed schools 12.9% of the masculine-females are thinking about possible computer related jobs.

The computer field, as shown by the tables, is not a very popular choice with masculine-females and therefore will stay as a male dominated field in the years to come.

Information and technology is a very male oriented field and according to the tables shown below, that is how it is going to stay for a while. The numbers of masculine-females interested is much lower than the previous fields of engineering and computers.

Table 7 – Masculine-Female Interest in Info-Tech

Info Tech	**Masculine Females**	
	Not Interested	Interested
Single Sex	25 92.6%	2 7.4%
Coed	58 93.5%	4 6.5%

Table 8 – Masculine-Male Interest in Info-Tech

Info Tech	**Masculine Males**	
	Not Interested	Interested
Single Sex	52 74.3%	18 25.7%
Coed	73 73.7%	26 26.3%

When comparing Table 7 and Table 8 it is easy to see that males dominate the field of information and technology. Single sex and coed schools have similar numbers for masculine-males that are interested in info tech jobs, where 25.7% and 26.3% are interested respectively. Masculine-females have very low numbers of 7.4% interested in single sex schools and only 6.5% in coed schools.

Masculine-males are interested in these types of info tech jobs where masculine-females are not interested at all which leaves this field as being dominated by males.

Physical Science is another field that more males are interested in than females. There is a huge percent of masculine-males in coed schools that are interested in the physical science field.

Table 9 – Masculine-Female Interest in Phys. Science

Phy Sci	**Masculine Females**	
	Not Interested	Interested
Single Sex	22 81.5%	5 18.5%
Coed	53 85.5%	9 14.5%

Table 10 – Masculine-Male Interest in Phys. Science

Phy Sci	**Masculine Males**	
	Not Interested	Interested
Single Sex	56 80.0%	14 20.0%
Coed	36 36.4%	63 63.6%

When comparing Table 9 and Table 10, not a significant number of more masculine-males in single sex schools are interested in physical science than masculine-females in single sex schools. There are 20% of males and 18.5% females interested in single sex schools. In coed schools, masculine-males are far more interested than masculine-females. There are 63.6% of masculine-males compared to 14.5% of masculine-females interested in the physical sciences.

Trade is another male dominated field that has very low interest from masculine-females. Masculine-males are once again interested in a field far more than females. The data for this is shown in Appendix E.

Business is a field where both masculine-males and masculine-females are very interested in. High percentages of each group in each school environment prove that the business field is very popular and it doesn't matter what your gender is. The tables support this statement.

Table 11 – Masculine-Female Interest in Business

Business	**Masculine Females**	
	Not Interested	Interested
Single Sex	7 25.9%	20 74.1%
Coed	33 53.2%	29 46.8%

Table 12 – Masculine-Male Interest in Business

Business	**Masculine Males**	
	Not Interested	Interested
Single Sex	16 22.8%	54 77.2%
Coed	36 36.4%	63 63.6%

Although there are still higher percentages of masculine-males interested in single sex and coed schools at 77.2% and 63.6%, there are also high percentages of masculine-females interested. In single sex schools 74.1% and in coed schools 46.8% of masculine-females are interested in a job in the business field.

The percent of masculine-females that are interested in this field far exceed the numbers interested in the previous fields of engineering and computers; the male dominated fields.

Medical Practice is really a split field as far as male or female. However, masculine-females do out number the number of masculine-males interested.

Table 13 – Masculine-Female Interest in Med. Practice

Med Pract	**Masculine Females**	
	Not Interested	Interested
Single Sex	14 50%	14 50%
Coed	35 56.5%	27 43.5%

Table 14 – Masculine-Male Interest in Med. Practice

Med Pract	**Masculine Males**	
	Not Interested	Interested
Single Sex	41 58.6%	29 41.4%
Coed	78 78.7%	21 21.3%

Looking at the tables, in coed schools, the percentage of masculine-females is a little over double the percent of masculine-males that are interested. 41.4% masculine-males are interested in single sex schools and 21.3% are interested in coed schools. Masculine-females in single sex schools that are interested are 50% and in coed schools is 43.5%. In the field of Medical Practice, more and more women are becoming interested.

Law is another field that is split between males and females. Both sexes have an equal interest in this field and that is shown by the data tables.

Table 15 – Masculine-Female Interest in Law

Law	**Masculine Females**	
	Not Interested	Interested
Single Sex	18 64.3%	10 35.7%
Coed	37 59.7%	25 40.3%

Table 16 – Masculine-Male Interest in Law

Law	**Masculine Males**	
	Not Interested	Interested
Single Sex	40 55.1%	30 44.9%
Coed	69 69.7%	30 30.3%

The overall percentages of masculine-males and females that are interested are almost equal. In single sex schools, masculine-males are 44.9% interested and masculine-females are 35.7% interested. In coed schools, masculine-males are 30.3% interested and masculine-females are 40.3% interested which causes the overall percentages of each to be right around 75%.

Performing Arts is a female dominated field of work. It is easy to see this by looking at the data tables below.

Table 17 – Masculine-Female Interest in Perf. Arts

Perf Arts	**Masculine Females**	
	Not Interested	Interested
Single Sex	22 78.6%	11 21.5%
Coed	38 61.3%	24 38.7%

Table 18 – Masculine-Male Interest in Perf. Arts

Perf Arts	**Masculine Males**	
	Not Interested	Interested
Single Sex	63 90.0%	7 10.0%
Coed	89 91.8%	8 8.2%

Once again, another female dominated field is visual arts. There is more of a gap in the amount of masculine-females who are interested than masculine-males compared to performing arts.

Table 19 – Masculine-Female Interest in Visual Arts

Vis Arts	**Masculine Females**	
	Not Interested	Interested
Single Sex	19 67.9%	9 32.1%
Coed	37 59.7%	25 40.3%

Table 20 – Masculine-Male Interest in Visual Arts

Vis Arts	**Masculine Males**	
	Not Interested	Interested
Single Sex	61 87.1%	9 12.9%
Coed	88 88.9%	11 11.1%

The tables show that 12.9% and 11.1% of masculine-males are interested in single sex and coed schools respectively. Masculine-females however are far more interested with 32.1% in single sex schools and 40.3% in coed schools.

The music professions are sought after by both masculine males and masculine females. The percentages of the interested people are approximately the same for each of the groupings shown in the tables.

Table 21 – Masculine-Female Interest in Music

Music	**Masculine Females**	
	Not Interested	Interested
Single Sex	21 77.8%	6 22.2%
Coed	46 74.2%	16 25.8%

Table 22 – Masculine-Male Interest in Music

Music	**Masculine Males**	
	Not Interested	Interested
Single Sex	57 81.4%	23 28.6%
Coed	74 74.7%	25 25.3%

There are 28.6% and 25.3% of masculine males interested in single sex and coed schools. Similarly there are 22.2% and 25.8% of masculine females in single sex and coed schools that are interested.

The percent of students interested in jobs in the media professions are seen in Table 23 and Table 24.

Table 23 – Masculine-Female Interest in Media

Media	**Masculine Females**	
	Not Interested	Interested
Single Sex	23 82.1%	5 17.9%
Coed	34 54.8%	28 45.2%

Table 24 – Masculine-Male Interest in Media

Media	**Masculine Males**	
	Not Interested	Interested
Single Sex	47 67.1%	23 23.9%
Coed	60 60.6%	39 39.4%

In single sex schools more masculine males at 23.9% are interested in the media compared to 17.9% of masculine females. The opposite is the case in coed schools where 39.4% of masculine males are interested and 45.2 % of masculine females are interested.

The food industry is good split between masculine males and masculine females as seen by the tables in Appendix E.

Careers in social services are dominated by females. Therefore, the results in Tables 25 and 26 do not come to any surprise.

Table 25 – Masculine-Female Interest in Soc. Services

Soc Serv	**Masculine Females**	
	Not Interested	Interested
Single Sex	21 75.0%	7 25.0%
Coed	41 66.1%	21 33.9%

Table 26 – Masculine-Male Interest in Soc. Services

Soc Serv	**Masculine Males**	
	Not Interested	Interested
Single Sex	62 88.6%	8 11.4%
Coed	91 91.9%	8 8.1%

Clearly, as seen by the tables, masculine females are a lot more interested in social service jobs as 25% are interested in single sex schools and 33.9% are interested in coed schools. In comparison, masculine males are interested a lot less; 11.4% and 8.1% in single sex schools and coed schools.

Civil service jobs are much more interested in by masculine males than masculine females.

Table 27 – Masculine-Female Interest in Civil Services

Civil Serv	**Masculine Females**	
	Not Interested	Interested
Single Sex	27 96.5%	1 3.5%
Coed	53 85.5%	9 14.5%

Table 28 – Masculine-Male Interest in Civil Services

Civil Serv	**Masculine Males**	
	Not Interested	Interested
Single Sex	59 84.3%	21 25.7%
Coed	62 62.2%	37 37.8%

Masculine males in single sex schools and coed school are 25.7% and 37.8% interested. Masculine females are not interested as much in these types of jobs. Only 3.5% and 14.5% of them in single sex and coed schools are interested.

Some interest was also expressed in government jobs by both masculine males and females. Masculine males are a little more interested and that can be seen in Appendix E.

Feminine BEM Scores vs. Career Aspirations vs. School Sex Mix

The following tables are an analysis of feminine-males and feminine females. As stated earlier, teaching is a career oriented for the feminine types of each sex.

Table 1 – Feminine-Female Interest in Teaching

Teaching	**Feminine Females**	
	Not Interested	Interested
Single Sex	14 56.0%	11 44.0%
Coed	58 59.2%	40 40.8%

Table 2 – Feminine-Male Interest in Teaching

Teaching	**Feminine Males**	
	Not Interested	Interested
Single Sex	22 75.9%	7 24.1%
Coed	29 80.5%	7 19.5%

As you can tell by the tables, more feminine females want to be teachers than feminine males. There are 44% and 40.8% of feminine females in single sex schools and coed schools that are interested in teaching. There are only 24.1% and 19.5% of feminine males that are interested in the teaching field. Overall the field of teaching is dominated by females.

Engineering is a male dominated field and is represented as such by the tables that follow.

Table 3 – Feminine-Female Interest in Engineering

Engineering	**Feminine Females**	
	Not Interested	Interested
Single Sex	24 88.9%	3 11.1%
Coed	86 88.7%	11 11.3%

Table 4 – Feminine-Male Interest in Engineering

Engineering	**Feminine Males**	
	Not Interested	Interested
Single Sex	19 65.5%	10 34.5%
Coed	26 72.2%	10 27.8%

The amount of feminine males is almost 3:1 compared to the feminine females interested in the field. In single sex schools, 34.5% compared to 11.1% of males to females are interested in engineering. Feminine males in coed schools are 27.8% interested compared to only 11.3% of feminine females.

Similar to engineering, a career in computers is a male dominated field. The numbers are similar when comparing the amount of feminine males interested to the number of feminine females interested

Table 5 – Feminine-Female Interest in Computers

Computers	**Feminine Females**	
	Not Interested	Interested
Single Sex	23 85.2%	4 14.8%
Coed	89 89.9%	10 10.1%

Table 6 – Feminine-Male Interest in Computers

Computers	**Feminine Males**	
	Not Interested	Interested
Single Sex	23 79.3%	6 20.7%
Coed	28 77.7%	8 22.3%

It is evident that overall and in each case, more feminine males are interested in computers than feminine females. The percent of feminine males interested is very close in single sex schools and coed schools with 20.7% and 22.3% interested respectively. In single sex schools 14.8% of feminine females are interested and in coed schools 10.1% of the feminine females are thinking about possible computer related jobs.

Information and technology is a very male oriented field and according to the tables shown below, that is how it is going to stay for a while.

Table 7 – Feminine-Female Interest in Info-Tech

Info Tech	**Feminine Females**	
	Not Interested	Interested
Single Sex	24 88.9%	3 11.1%
Coed	90 90.9%	9 9.1%

Table 8 – Feminine-Male Interest in Info-Tech

Info Tech	**Feminine Males**	
	Not Interested	Interested
Single Sex	22 75.8%	7 24.2%
Coed	28 77.7%	8 22.3%

Single sex and coed schools have similar numbers for feminine males that are interested in info tech jobs, where 24.2% and 22.3% are interested respectively. Feminine females

have very low numbers of 11.1% interested in single sex schools and only 9.1% in coed schools.

Physical Science is another field that more males are interested in than females. You can see this in the charts below.

Table 9 – Feminine-Female Interest in Phys. Science

Phy Sci	**Feminine Females**	
	Not Interested	Interested
Single Sex	23 85.2%	4 14.8%
Coed	92 93.9%	6 6.1%

Table 10 – Feminine-Male Interest in Phys. Science

Phy Sci	**Feminine Males**	
	Not Interested	Interested
Single Sex	23 79.3%	6 20.7%
Coed	31 86.1%	5 13.9%

There are 20.7% of males and 14.8% females interested in single sex schools. In coed schools, feminine males are more interested than feminine females. There are 13.9% of feminine males compared to 6.1% of feminine females interested in the physical sciences.

Trade is another male dominated field that has very low interest from masculine-females. Feminine males are once again interested in a field far more than females. The data for this is shown in Appendix F.

Business is a field where both feminine males and feminine females are very interested in. High percentages of each group in each school environment prove that the business field is very popular and it doesn't matter what your gender is. The tables support this statement.

Table 11 – Feminine-Female Interest in Business

Business	**Feminine Females**	
	Not Interested	Interested
Single Sex	19 70.3%	8 29.7%
Coed	63 64.3%	35 35.7%

Table 12 – Feminine-Male Interest in Business

Business	**Feminine Males**	
	Not Interested	Interested
Single Sex	13 44.8%	16 54.2%
Coed	24 66.7%	12 33.3%

In single sex schools, 54.2% of feminine males and 29.7% of feminine females are interested in going into the business field. In coed schools 33.3% of feminine males and 35.7% of feminine females are interested in business.

Medical Practice is really a split field as far as male or female. However, feminine females do out number the feminine males interested.

Table 13 – Feminine-Female Interest in Med. Practice

Med Pract	**Feminine Females**	
	Not Interested	Interested
Single Sex	12 44.4%	15 55.5%
Coed	52 53.1%	46 46.9%

Table 14 – Feminine-Male Interest in Med. Practice

Med Pract	**Feminine Males**	
	Not Interested	Interested
Single Sex	23 79.3%	6 20.7%
Coed	31 86.1%	5 13.9%

In single sex schools, feminine males are 20.7% interested and feminine females are 55.5% interested. In coed schools, feminine males are 13.9% interested and feminine females are 46.9% interested. Feminine males do not seem very interested in the medical field.

Performing Arts is a female dominated field of work. It is easy to see this by looking at the data tables below.

Table 15 – Feminine-Female Interest in Perf. Arts

Perf Arts	**Feminine Females**	
	Not Interested	Interested
Single Sex	20 74.1%	7 25.9%
Coed	70 71.4%	28 28.6%

Table 16 – Feminine-Male Interest in Perf. Arts

Perf Arts	**Feminine Males**	
	Not Interested	Interested
Single Sex	26 89.7%	3 10.3%
Coed	28 77.7%	8 22.3%

The comparison between the two tables shows that feminine females are clearly more interested than feminine males in the performing arts. Only 10.3% and 22.3% of feminine males in single sex and coed schools are interested. More feminine females, 25.9% and 28.6% in single sex and coed schools are interested in performing arts

Once again, another female dominated field is visual arts. There is more of a gap in the amount of feminine females who are interested than feminine males compared to performing arts.

Table 17 – Feminine-Female Interest in Visual Arts

Vis Arts	**Feminine Females**	
	Not Interested	Interested
Single Sex	18 66.6%	9 33.4%
Coed	58 58.6%	41 41.4%

Table 18 – Feminine-Male Interest in Visual Arts

Vis Arts	**Feminine Males**	
	Not Interested	Interested
Single Sex	26 89.7%	3 10.3%
Coed	27 75.0%	9 25.0%

The tables show that 10.3% and 25% of feminine males are interested in single sex and coed schools respectively. Feminine females however are far more interested with 33.4% in single sex schools and 41.4% in coed schools. Much more interest was shown by females.

The music professions are sought after by both feminine males and feminine females. The percentages of the interested people are approximately the same for each of the groupings shown in the tables.

Table 19 – Feminine-Female Interest in Music

Business	**Masculine Females**	
	Not Interested	Interested
Single Sex	7 25.9%	20 74.1%
Coed	33 53.2%	29 46.8%

Table 20 – Feminine-Male Interest in Music

Business	**Feminine Females**	
	Not Interested	Interested
Single Sex	19 70.3%	8 29.7%
Coed	63 64.3%	35 35.7%

There are 17.3% and 19.5% of feminine males interested in single sex and coed schools. Similarly there are 22.2% and 16.3% of feminine females in single sex and coed schools that are interested. Both in total are around 38% interested.

The percent of people interested in jobs in the media professions are seen in tables below.

Table 21 – Feminine-Female Interest in Media

Soc Serv	**Feminine Females**	
	Not Interested	Interested
Single Sex	17 62.9%	10 37.1%
Coed	61 61.6%	38 38.4%

Table 22 – Feminine-Male Interest in Media

Soc Serv	**Feminine Males**	
	Not Interested	Interested
Single Sex	26 89.7%	3 10.3%
Coed	29 80.5%	7 19.5%

In single sex schools more feminine females at 29.7% are interested in the media compared to 17.3% of feminine males. The opposite is the case in coed schools where 33.3% of feminine males are interested and 23.7 % of feminine females are interested.

The food industry is good split between feminine males and feminine females as seen by the tables in Appendix F. Feminine females however are more interested than the feminine males.

Careers in social services are dominated by females. Therefore, the results in the tables could have been predicted.

Table 23 – Feminine-Female Interest in Soc. Services

Business	**Masculine Females**	
	Not Interested	Interested
Single Sex	7 25.9%	20 74.1%
Coed	33 53.2%	29 46.8%

Table 24 – Feminine-Male Interest in Soc. Services

Business	**Feminine Females**	
	Not Interested	Interested
Single Sex	19 70.3%	8 29.7%
Coed	63 64.3%	35 35.7%

Indicated by the tables, feminine females are a lot more interested in social service jobs as 37.1% are interested in single sex schools and 38.4% are interested in coed schools. In comparison, feminine males are interested a lot less; 10.3% and 19.5% in single sex schools and coed schools.

Civil service jobs are much more interested in by feminine males than feminine females.

Table 25 – Feminine-Female Interest in Civil Services

Civil Serv	**Feminine Females**	
	Not Interested	Interested
Single Sex	25 92.6%	2 7.4%
Coed	93 95.9%	4 4.1%

Table 26 – Feminine-Male Interest in Civil Services

Civil Serv	**Feminine Males**	
	Not Interested	Interested
Single Sex	23 79.3%	6 20.7%
Coed	31 86.1%	5 13.9%

Feminine males in single sex schools and coed school are 2.7% and 13.9% interested. Feminine females are not interested as much in these types of jobs. Only 7.4% and 4.1% of them in single sex and coed schools are interested.

Not very much interest was given to government jobs by either feminine males or feminine females as you can see in Appendix F.

Conclusions

A total of five major career aspiration comparisons were made in this report; males vs. females, masculine-females vs. feminine-females, masculine-males vs. feminine-males, masculine-males vs. masculine-females and feminine-males vs. feminine-females. Each comparison addressed at least ten different careers. In addition, overall 84% of the private parochial high school students in four schools (in or near Worcester) participated in the study. Since, over ¾ of the junior student body participated in the study, there is little doubt that the results are representative of the population under study and that valid conclusions can be drawn. The only question is whether the findings will generalize to the broader population of public school students in Worcester. We suggest that future research be undertaken to answer that questions. Further research is also called for to ascertain why the two co-ed schools under study in this analysis differed so much in terms of gender equity where technical and business careers were concerned.

The overall comparison of the males' verses females' data yielded expected results. The engineering and civil services careers received the most male interest whereas; medical practice and social services had the most female interest. Overall, 61.8% of males surveyed expressed interest in business; this was the most popular career within the male students. Surprisingly, though we did not predict it, medical practice proved to be the most popular career amongst the female students. Additionally, the careers where gender equity was apparent were law and music. The former analysis revealed that 32.8% of males expressed interest and 32.1% of females expressed interest in law. The latter analysis revealed that in music 20.2% of males were interested and 19.6% of females expressed interest as well. This was not the case in other fields of artistic endeavor on all professions. Teaching and engineering were quite stereotypically gender biased in terms of aspirations.

From our analyses, it is apparent that females in a non-male educational environment are more likely to be interested in a predominately male profession than a female in a co-ed educational environment. For example the females at Notre Dame, the all female school,

expressed almost twice as much interest as the coed female students in engineering. Engineering is clearly viewed by the students as a "male" career with 24.7% more males expressing interest in it than the females. Overall there was about a three to one ratio of males to females expressing interest in engineering.

The results of the Bem Sex Role Inventory revealed differences not only overall but also between the individual schools. Overall 33% of all females surveyed had a masculine identity while only 14% of males had a feminine identity. At the all female school nearly 50% of the women had a masculine identity; this was over 10% more than at either of the coed schools. By contrast, the all male school has not concentrated the males with counter stereotypic identities. At Saint John's, the all male school only 9% of the males had a feminine identity; this was 10% fewer feminine-males than one found at the coed schools.

The comparison of masculine-females to feminine-females also yielded the expected results. Similar to the males overall 55.1% of masculine-females expressed interest in business and (like the males) this was the most popular career among the masculine-female students. In addition, (similar to the females), the feminine-female students expressed the most interest in medical practice (48.8%); this was also the most popular career among all females and that included the feminine-females. At Notre Dame (the all female high school) 27.3% and 22.8% more masculine-females expressed interest in business and engineering respectively did so than the coed schools. In addition 14.7% more feminine-females expressed interest in law at Notre Dame than at the coed schools. Therefore, the females in the single sex environment are expressing more interest overall than the coed schools for both "masculine" careers and also some of those considered "neutral". Perhaps they are just freer to follow their personal inclinations without regard to gender biased expectations taking into account of course the unusually high proportion of "masculine" females present. However, the same doesn't seem to be true of males at the all male school.

Overall, both masculine and feminine males expressed most interest in pursuing business as a career choice, but there was still a difference. Out of all the masculine-males surveyed 69.0% showed interest in business while only 43.1% of the feminine-males surveyed expressed interest in a business career. When comparing the all male school, Saint John's, to the co-ed schools the career interests with the largest difference between them were physical science and law. At Saint John's feminine-males showed a 27.5% higher interest in law than the feminine-males at the co-ed schools. The masculine-males at the co-ed schools showed a 43.6% higher interest in physical science than the masculine-males at Saint John's.

Many striking results arouse when comparing the masculine-males to the masculine females, coed and single sex. For the single-sex schools, the greatest difference between the masculine-males and the masculine-females was found in the trades. Nearly a third of the masculine-males were interested in the trades (30.3%) while a mere 3.2% of the masculine-females expressed interest in the trades a 10:1 difference. The smallest difference between the masculine-males, 14.3%, and the masculine-females, 14.8%, a mere half percent in teaching. Turning to just the coed schools, the smallest difference of a half percent in the music profession. The largest difference found in the coed schools is clearly in physical science with a massive 4:1 difference, 63.6% for the masculine-males and 14.5% for the masculine females. Overall there is a strong reflection of the masculinity of these males and females in their interests' in different gender oriented professions than their classmates. Indeed, it is the surprisingly numerous masculine females that are group to watch, as they are (among the females) unusually likely to aspire to predominately male careers.

In accordance with expectations based on the theory behind the Bem Sex Role Inventory, the feminine-males and feminine-females showed much greater interest in the professions that are predominately female at present. Breaking it down between the feminine-males and feminine-females and single-sex or coed high schools, the differences were very distinct. The largest difference between feminine-males and feminine-females found at the single sex schools was a 34.8% difference in levels of interest in medical practice. In

the coed schools, it was the "other" medical professions that had differential attraction for males and females within the same gender identity, as 30.5% of the (males or females) aspired to this aspect of the health professions. The smallest differences between these people of similar self image, but different biology were found in city administration for the single-sex schools with a mere difference of 0.2%. In the coed schools the smallest difference was in careers associated with food services at 0.6%.

From the data above it is apparent that the masculine-females will be the ones that pave the way towards gender equity. Overall the masculine-females expressed similar levels of interest as males in engineering and business, two male dominated careers. Unlike the masculine-females the feminine-males seem to be aspiring to the same careers as the masculine students. They aren't expressing much interest in the female dominated careers such as teaching and social services. This pattern is a matter of concern, because if the masculine-females do successfully pursue the male dominated careers yet the feminine-males do not pursue careers in the female dominated careers, shortages of professional talent in the traditionally female careers may well occur, and competition for jobs will create tension between the men and women in the professional aspiration. If the women are "pressured" to return to their traditional place in society because that is where the jobs are and where they are "needed", a historic opportunity will have been missed. If the women prevail in competition for the professional jobs, one is left with underemployed males who refuse to accept the available position in related professions due to issues of self worth and self identity. As they disappear into the neutral business world, key professions will be left under staffed – at least until pay levels rise to match those in the male dominated fields. Either way, the next period should be a historic decision point long in the making as the trend toward female professional aspirations reaches the tip pity point. If this transition is not handled well it could be a time of vexing social problems as well as the triumph of female equity in most of today's male dominated professions.

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Appendix A

Survey:

Personal Information **Date:** _____

School:_____ Gender:_____

Parents'/Guardians' Occupations **(Please list title(s) or occupation(s),** NOT **name or company name)**

Father:_____ Mother: _____ Other(s): _____

Career Interests

Indicate (by circling) your interest level in pursuing the following careers:

1 – Not interested 2 – A little interested 3 – Pretty interested 4 – Very interested

Education (Teacher, Administrator, etc.)..... 1 2 3 4

Engineering (Mechanical, Civil, Electrical, Architect, Industrial, etc.)..... 1 2 3 4

Physical Science (Research Scientist, Geologist, Meteorologist, etc.)..... 1 2 3 4

Information Technology (Program, Systems Analyst, Software Design, etc.) ... 1 2 3 4

Computers (Database Admin/Specialist, Web Design, Network Admin, etc.) 1 2 3 4

Business (Owner, Executive Management, Marketing, Finance, etc.) 1 2 3 4

Trade (Plumber, Carpenter, Electrician, etc)..... 1 2 3 4

Medical Practice (MD, Dentist, Vet., Psychiatrist, etc.).....1 2 3 4

Medical Support (RN, Med. Technician, etc.) 1 2 3 4

Other Medical Related (Pharmacist, Physical/Speech Therapist, etc.)..... 1 2 3 4

Legal (Lawyer, Judge, Magistrate, etc.)..... 1 2 3 4

Performance Art (Theatre, Acting, Dance, etc.).....1 2 3 4

Visual Arts (Painter, Sculptor, Fashion Designer, Author, etc.) 1 2 3 4

Musical Arts (Musician, Music-Industry Related, etc.).....1 2 3 4

Media (Journalist, News Analyst or Correspondent, TV Audio, Producer, etc.).....1 2 3 4

Food Service Industry (Chef, Cook, Restaurant Management, etc.) 1 2 3 4

Service Industry (Sales, Retail, Beauty, Hotel, etc.) 1 2 3 4

Social Services (Social Worker, Therapist, Counselor, etc.)..... 1 2 3 4

Civil Service (Police, Postal Worker, Firefighter etc.) 1 2 3 4

City Administration (Mayor, City Manager, Tax Assessor, Health Dept., etc.).....1 2 3 4

Elected Political Office, State or National Level (Congress, Governor, etc.) ..1 2 3 4

Government Service or Administration, State or National Level 1 2 3 4

International Political Career (U.N. Staff, World Bank, Ambassador, etc.).....1 2 3 4

Please list specific careers that you are interested in (list ALL that apply):

1. _____ 2._____3. _____
4. _____ 5._____6. _____
7. _____ 8._____9. _____

Post High School Plans (Please check your plans for the fall after graduating high school. Only check more than one If you plan on doing more than one of these items at that time)

☐ 4-year college ☐ 2-year college ☐ Vocational/trade school ☐ Work

□ Military □ Marriage & Family □ Other (specify) _____

Career Related Concerns

Is there anything that would prevent you from pursuing a career interest? (Check only those that apply)

- I doubt I'll be accepted to college because…
  - □ my grades are too low □ my test scores are too low □ other _____
- I doubt I'll be attending college because …
  - □ it's too expensive □ it's too demanding/difficult □ I dislike school
- I feel unprepared for my career interest because I don't know…
  - □ anyone in that profession □ what education is required □ if I will succeed in that profession
- List any additional concerns_____

For Females: How likely is it that you will pursue a career that relatively few females work in? (Please circle one)

Very Unlikely Pretty Unlikely Likely Very Likely

How do you think your parents would react if you wanted to pursue a career relatively few females work in?

1) Both would oppose it
2) Mixed or Ambivalent reaction
3) Both would support it without reservation

For Males: How likely is it that you will pursue a career that relatively few males work in? (Please circle one)

Very Unlikely Pretty Unlikely Likely Very Likely

How do you think your parents would react if you wanted to pursue a career relatively few males work in?

4) Both would oppose it
5) Mixed or Ambivalent reaction
6) Both would support it without reservation

Self Image (Rate yourself on each of the following traits from 1(never or almost never true) to 7(almost always true)

Self Reliant……..……..…… 1 2 3 4 5 6 7
Yielding…….……...…….. 1 2 3 4 5 6 7
Helpful……..…….....… 1 2 3 4 5 6 7
Defends own beliefs……..… 1 2 3 4 5 6 7
Cheerful……..…..... 1 2 3 4 5 6 7
Moody……...1 2 3 4 5 6 7
Independent……..…....1 2 3 4 5 6 7
Shy……..……..1 2 3 4 5 6 7
Conscientious……..……...1 2 3 4 5 6 7
Athletic……..…..……..1 2 3 4 5 6 7
Affectionate…….……1 2 3 4 5 6 7
Theatrical…….....1 2 3 4 5 6 7
Assertive……..……1 2 3 4 5 6 7
Flatterable……...……...1 2 3 4 5 6 7
Happy……..……1 2 3 4 5 6 7
Strong Personality…..……1 2 3 4 5 6 7
Loyal……..…..…1 2 3 4 5 6 7
Unpredictable……..……..1 2 3 4 5 6 7
Forceful……..…..1 2 3 4 5 6 7
Feminine……..…...1 2 3 4 5 6 7
Reliable……...1 2 3 4 5 6 7
Analytical…….....1 2 3 4 5 6 7
Sympathetic……...…1 2 3 4 5 6 7
Jealous…….....1 2 3 4 5 6 7
Leadership Ability……...1 2 3 4 5 6 7
Sensitive to Others Needs.....1 2 3 4 5 6 7
Truthful……..……...1 2 3 4 5 6 7
Willing to take Risks……1 2 3 4 5 6 7
Understanding……..…1 2 3 4 5 6 7
Secretive…….....1 2 3 4 5 6 7

Makes decisions easily..…...1 2 3 4 5 6 7
Compassionate……....1 2 3 4 5 6 7
Sincere……..…1 2 3 4 5 6 7
Self-Sufficient……...1 2 3 4 5 6 7
Eager to soothe hurt feelings.1 2 3 4 5 6 7
Conceited…….....1 2 3 4 5 6 7
Dominant……..1 2 3 4 5 6 7
Soft Spoken……..…1 2 3 4 5 6 7
Likable……...1 2 3 4 5 6 7
Masculine……..…1 2 3 4 5 6 7
Warm……1 2 3 4 5 6 7
Solemn……..…1 2 3 4 5 6 7
Willing to take a stand…….1 2 3 4 5 6 7
Tender…….....1 2 3 4 5 6 7
Friendly……1 2 3 4 5 6 7
Aggressive……....1 2 3 4 5 6 7
Gullible……..1 2 3 4 5 6 7
Inefficient…...……..…1 2 3 4 5 6 7
Acts as a leader……..…1 2 3 4 5 6 7
Childlike……1 2 3 4 5 6 7
Adaptable……..…1 2 3 4 5 6 7
Individualistic……....1 2 3 4 5 6 7
Doesn't use harsh language..1 2 3 4 5 6 7
Unsystematic……1 2 3 4 5 6 7
Competitive……..…1 2 3 4 5 6 7
Loves children…….....1 2 3 4 5 6 7
Tactful……...1 2 3 4 5 6 7
Ambitious……..……1 2 3 4 5 6 7
Gentle……..……..1 2 3 4 5 6 7
Conventional……..…..……1 2 3 4 5 6 7

Appendix B

Male and Female Data:

	Physical Science					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	38 66.7%	10 17.5%	8 14.0%	1 1.8%	57 96.6%	59 100.0%
HN (66% Female)	73 71.6%	21 20.6%	6 5.9%	2 2.0%	102 99.0%	103 100.0%
SPM (50% Female)	57 71.3%	15 18.8%	6 7.5%	2 2.5%	80 100.0%	80 100.0%
Total Females	168 70.3%	46 19.2%	20 8.4%	5 2.1%	239 98.8%	242 100.0%

	Physical Science					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	41 41.4%	38 38.4%	17 17.2%	3 3.0%	99 100.0%	99 100.0%
SPM (50% Male)	44 58.7%	19 25.3%	8 10.7%	4 5.3%	75 98.7%	76 100.0%
HN (34% Male)	32 50.8%	16 25.4%	12 19.0%	3 4.8%	63 98.4%	64 100.0%
Total Males	117 49.4%	73 30.8%	37 15.6%	10 4.2%	237 99.2%	239 100.0%

	Info Tech					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	44 75.9%	9 15.5%	3 5.2%	2 3.4%	58 98.3%	59 100.0%
HN (66% Female)	75 72.8%	19 18.4%	7 6.8%	2 1.9%	103 100.0%	103 100.0%
SPM (50% Female)	68 85.0%	8 10.0%	2 2.5%	2 2.5%	80 100.0%	80 100.0%
Total Females	187 77.6%	36 14.9%	12 5.0%	6 2.5%	241 99.6%	242 100.0%

	Info Tech					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	50 50.5%	24 24.2%	18 18.2%	7 7.1%	99 100.0%	99 100.0%
SPM (50% Male)	39 52.0%	24 32.0%	9 12.0%	3 4.0%	75 98.7%	76 100.0%
HN (34% Male)	27 42.2%	15 23.4%	15 23.4%	7 10.9%	64 100.0%	64 100.0%
Total Males	116 48.7%	63 26.5%	42 17.6%	17 7.1%	238 99.6%	239 100.0%

	Medical Other					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	32 54.2%	10 16.9%	4 6.8%	13 22.0%	59 100.0%	59 100.0%
HN (66% Female)	40 38.8%	28 27.2%	21 20.4%	14 13.6%	103 100.0%	103 100.0%
SPM (50% Female)	38 48.1%	14 17.7%	19 24.1%	8 10.1%	79 98.8%	80 100.0%
Total Females	110 45.6%	52 21.6%	44 18.3%	35 14.5%	241 99.6%	242 100.0%

	Medical Other					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	50 50.5%	30 30.3%	12 12.1%	7 7.1%	99 100.0%	99 100.0%
SPM (50% Male)	51 68.0%	10 13.3%	6 8.0%	8 10.7%	75 98.7%	76 100.0%
HN (34% Male)	39 60.9%	17 26.6%	6 9.4%	2 3.1%	64 100.0%	64 100.0%
Total Males	140 58.8%	57 23.9%	24 10.1%	17 7.1%	238 99.6%	239 100.0%

	Perform. Arts					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	38 64.4%	7 11.9%	11 18.6%	3 5.1%	59 100.0%	59 100.0%
HN (66% Female)	48 46.6%	23 22.3%	16 15.5%	16 15.5%	103 100.0%	103 100.0%
SPM (50% Female)	43 54.4%	11 13.9%	17 21.5%	8 10.1%	79 98.8%	80 100.0%
Total Females	129 53.5%	41 17.0%	44 18.3%	27 11.2%	241 99.6%	242 100.0%

	Perform. Arts					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	70 70.7%	19 19.2%	6 6.1%	4 4.0%	99 100.0%	99 100.0%
SPM (50% Male)	63 84.0%	5 6.7%	6 8.0%	1 1.3%	75 98.7%	76 100.0%
HN (34% Male)	49 76.6%	7 10.9%	4 6.3%	4 6.3%	64 100.0%	64 100.0%
Total Males	182 76.5%	31 13.0%	16 6.7%	9 3.8%	238 99.6%	239 100.0%

	Media					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	21 35.6%	22 37.3%	10 16.9%	6 10.2%	59 100.0%	59 100.0%
HN (66% Female)	33 32.4%	37 36.3%	19 18.6%	13 12.7%	102 99.0%	103 100.0%
SPM (50% Female)	22 29.3%	29 38.7%	14 18.7%	10 13.3%	79 98.8%	80 100.0%
Total Females	85 35.4%	83 34.6%	47 19.6%	25 10.4%	240 99.2%	242 100.0%

	Media					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	40 40.4%	31 31.3%	20 20.2%	8 8.1%	99 100.0%	99 100.0%
SPM (50% Male)	22 29.3%	29 28.7%	14 18.7%	10 13.3%	75 98.7%	76 100.0%
HN (34% Male)	20 31.7%	17 27.0%	15 23.8%	11 17.5%	63 98.4%	64 100.0%
Total Males	82 34.6%	77 32.5%	49 20.7%	29 12.2%	237 99.2%	239 100.0%

	Food Ser					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	35 59.3%	9 15.3%	11 18.6%	4 6.8%	59 100.0%	59 100.0%
HN (66% Female)	65 63.1%	26 25.2%	6 5.8%	6 5.8%	103 100.0%	103 100.0%
SPM (50% Female)	42 53.2%	21 26.6%	16 19.0%	1 1.3%	79 98.8%	80 100.0%
Total Females	142 58.9%	56 23.2%	32 13.3%	11 4.6%	241 99.6%	242 100.0%

	Food Ser					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	59 59.6%	25 25.3%	10 10.1%	5 5.1%	99 100.0%	99 100.0%
SPM (50% Male)	41 54.7%	18 24.0%	13 17.3%	3 4.0%	75 98.7%	76 100.0%
HN (34% Male)	34 53.1%	13 20.3%	8 12.5%	9 14.1%	64 100.0%	64 100.0%
Total Males	134 56.3%	56 23.5%	31 13.0%	17 7.1%	238 98.3%	239 100.0%

	Serv Ind					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	31 52.5%	15 25.4%	11 18.6%	2 3.4%	59 100.0%	59 100.0%
HN (66% Female)	58 56.3%	29 28.3%	10 9.7%	6 5.8%	103 100.0%	103 100.0%
SPM (50% Female)	42 53.2%	18 22.8%	14 17.7%	5 6.3%	79 98.8%	80 100.0%
Total Females	131 54.4%	62 25.7%	35 14.5%	13 5.4%	241 99.6%	242 100.0%

	Serv Ind					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	65 65.7%	19 19.2%	10 10.1%	5 5.1%	99 100.0%	99 100.0%
SPM (50% Male)	50 66.7%	16 21.3%	9 12.0%	0 0.0%	75 98.7%	76 100.0%
HN (34% Male)	37 57.8%	16 25.0%	6 9.4%	5 7.8%	64 100.0%	64 100.0%
Total Males	152 63.9%	51 21.4%	25 10.5%	10 4.2%	238 98.3%	239 100.0%

	City Admin					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	51 86.4%	5 8.5%	2 3.4%	1 1.7%	59 100.0%	59 100.0%
HN (66% Female)	93 90.3%	7 6.8%	2 1.9%	1 1.0%	103 100.0%	103 100.0%
SPM (50% Female)	73 92.4%	5 6.3%	1 1.3%	0 0.0%	79 98.6%	80 100.0%
Total Females	217 90.0%	17 7.1%	5 2.1%	2 0.8%	241 99.6%	242 100.0%

	City Admin					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	61 61.6%	29 29.3%	8 8.1%	1 1.0%	99 100.0%	99 100.0%
SPM (50% Male)	53 71.6%	16 21.6%	4 5.4%	1 1.4%	74 97.4%	76 100.0%
HN (34% Male)	42 65.6%	17 26.6%	4 6.3%	1 1.6%	64 100.0%	64 100.0%
Total Males	156 65.8%	62 26.2%	16 6.8%	3 1.3%	237 99.2%	239 100.0%

	Elec Pol					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	48 81.4%	7 11.9%	1 1.7%	3 5.1%	59 100.0%	59 100.0%
HN (66% Female)	90 87.4%	4 3.9%	2 1.9%	7 6.8%	103 100.0%	103 100.0%
SPM (50% Female)	67 85.9%	6 7.7%	3 3.8%	2 2.6%	78 97.5%	80 100.0%
Total Females	205 85.4%	17 7.1%	6 2.5%	12 5.0%	240 99.2%	242 100.0%

	Elec Pol					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	60 60.6%	22 22.2%	12 12.1%	5 5.1%	99 100.0%	99 100.0%
SPM (50% Male)	56 74.7%	13 17.3%	5 6.7%	1 1.3%	75 98.9%	76 100.0%
HN (34% Male)	42 66.7%	14 22.2%	5 7.9%	2 3.2%	63 98.4%	64 100.0%
Total Males	158 66.7%	49 20.7%	22 9.3%	8 3.4%	237 99.2%	239 100.0%

	Gov Serv					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	48 81.4%	3 5.1%	5 8.5%	3 5.1%	59 100.0%	59 100.0%
HN (66% Female)	90 87.4%	7 6.8%	2 1.9%	4 3.9%	103 100.0%	103 100.0%
SPM (50% Female)	66 84.6%	4 5.1%	4 5.1%	4 5.1%	78 97.5%	80 100.0%
Total Females	204 85.0%	14 5.8%	11 4.6%	11 4.6%	240 99.2%	242 100.0%

	Gov Serv					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	62 62.6%	20 20.2%	10 10.1%	7 7.1%	99 100.0%	99 100.0%
SPM (50% Male)	53 70.7%	12 16.0%	7 9.3%	3 4.0%	75 98.7%	76 100.0%
HN (34% Male)	41 64.1%	14 21.9%	7 10.9%	2 3.1%	64 100.0%	64 100.0%
Total Males	156 65.5%	46 19.3%	24 10.1%	12 5.0%	238 99.6%	239 100.0%

Appendix C

Masculine-Female and Feminine-Female Data:

Trades	Masculine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	25 89.3%	2 7.1%	0 0.0%	1 3.6%	28 100.0%	28 100.0%
HN (66% Female)	32 88.9%	2 5.6%	1 2.8%	1 2.8%	36 100.0%	36 100.0%
SPM (50% Female)	23 88.5%	3 11.5%	0 0.0%	0 0.0%	26 100.0%	26 100.0%
Total Females	80 88.9%	7 7.8%	1 1.1%	2 2.2%	90 100.0%	90 100.0%

Trades	Feminine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	26 96.3%	0 0.0%	0 0.0%	1 3.7%	27 100.0%	27 100.0%
HN (66% Female)	53 94.6%	2 3.6%	1 1.8%	0 0.0%	56 100.0%	56 100.0%
SPM (50% Female)	38 90.5%	4 9.5%	0 0.0%	0 0.0%	42 97.7%	43 100.0%
Total Females	117 93.6%	6 4.8%	1 0.8%	1 0.8%	125 99.2%	126 100.0%

Med Supp	Masculine-Females					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	18 64.3%	3 10.7%	2 7.1%	5 17.9%	28 100.0%	28 100.0%
HN (66% Female)	22 61.1%	6 16.7%	4 11.1%	4 11.1%	36 100.0%	36 100.0%
SPM (50% Female)	19 73.1%	1 3.8%	4 15.4%	2 7.7%	26 100.0%	26 100.0%
Total Females	59 65.6%	10 11.1%	10 11.1%	11 12.2%	90 100.0%	90 100.0%

Med Supp		**Feminine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	9 33.3%	8 29.6%	1 3.7%	9 33.3%	27 100.0%	27 100.0%
HN (66% Female)	22 39.3%	14 25.0%	10 17.9%	10 17.9%	56 100.0%	56 100.0%
SPM (50% Female)	23 54.8%	7 16.7%	7 16.7%	5 11.9%	42 97.7%	43 100.0%
Total Females	54 43.2%	29 23.2%	18 14.4%	24 19.2%	125 99.2%	126 100.0%

Med Other		**Masculine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	19 67.9%	2 7.1%	1 3.6%	6 21.4%	28 100.0%	28 100.0%
HN (66% Female)	18 50.0%	8 22.2%	7 19.4%	3 8.3%	36 100.0%	36 100.0%
SPM (50% Female)	17 65.4%	3 11.5%	6 23.1%	0 0.0%	26 100.0%	26 100.0%
Total Females	54 60.0%	13 14.4%	14 15.6%	9 10.0%	90 100.0%	90 100.0%

Med Other		**Feminine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	11 40.7%	7 25.9%	3 11.1%	6 22.2%	27 100.0%	27 100.0%
HN (66% Female)	16 28.6%	17 30.4%	12 21.4%	11 19.6%	56 100.0%	56 100.0%
SPM (50% Female)	18 42.9%	9 21.4%	9 21.4%	6 14.3%	42 97.7%	43 100.0%
Total Females	45 36.0%	33 26.4%	24 19.2%	23 18.4%	125 99.2%	126 100.0%

Food Serv		**Masculine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	16 57.1%	2 7.1%	8 28.6%	2 7.1%	28 100.0%	28 100.0%
HN (66% Female)	22 61.1%	6 16.7%	3 8.3%	5 13.9%	36 100.0%	36 100.0%
SPM (50% Female)	15 57.7%	6 23.1%	5 19.2%	0 0.0%	26 100.0%	26 100.0%
Total Females	53 58.9%	14 15.6%	16 17.8%	7 7.8%	90 100.0%	90 100.0%

Food Serv		**Feminine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	16 59.3%	6 22.2%	3 11.1%	2 7.4%	27 100.0%	27 100.0%
HN (66% Female)	34 60.7%	18 32.1%	3 5.4%	1 1.8%	56 100.0%	56 100.0%
SPM (50% Female)	23 54.8%	10 23.8%	8 19.0%	1 2..4%	42 97.7%	43 100.0%
Total Females	73 58.4%	34 27.2%	14 11.2%	4 3.2%	125 99.2%	126 100.0%

Serv Ind		**Masculine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	15 53.6%	5 17.9%	6 21.4%	2 7.1%	28 100.0%	28 100.0%
HN (66% Female)	18 50.0%	10 27.8%	5 13.9%	3 8.3%	36 100.0%	36 100.0%
SPM (50% Female)	16 61.5%	5 19.2%	5 19.2%	0 0.0%	26 100.0%	26 100.0%
Total Females	49 54.4%	20 22.2%	16 17.8%	5 5.6%	90 100.0%	90 100.0%

Serv Ind		**Feminine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	14 51.9%	8 29.6%	5 8.9%	3 5.4%	27 100.0%	27 100.0%
HN (66% Female)	30 53.6%	18 32.1%	5 8.9%	3 5.4%	56 100.0%	56 100.0%
SPM (50% Female)	22 52.4%	9 21.4%	7 16.7%	4 9.5%	42 97.7%	43 100.0%
Total Females	66 52.8%	35 28.0%	17 13.6%	7 5.6%	125 99.2%	126 100.0%

City Admin		**Masculine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	24 85.7%	2 7.1%	1 3.6%	1 3.6%	28 100.0%	28 100.0%
HN (66% Female)	30 83.3%	4 11.1%	1 2.8%	1 2.8%	36 100.0%	36 100.0%
SPM (50% Female)	22 84.6%	3 11.5%	1 3.8%	0 0.0%	26 100.0%	26 100.0%
Total Females	76 84.4%	9 10.0%	3 3.3%	2 2.2%	90 100.0%	90 100.0%

City Admin		**Feminine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	23 85.2%	3 11.1%	1 3.7%	0 0.0%	27 100.0%	27 100.0%
HN (66% Female)	52 92.9%	3 5.4%	1 1.8%	0 0.0%	56 100.0%	56 100.0%
SPM (50% Female)	41 97.6%	1 2.4%	0 0.0%	0 0.0%	42 97.7%	43 100.0%
Total Females	116 92.8%	7 5.6%	2 1.6%	0 0.0%	125 99.2%	126 100.0%

Elec Pol		**Masculine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	21 75.0%	4 14.3%	1 3.6%	2 7.1%	28 100.0%	28 100.0%
HN (66% Female)	27 75.0%	2 5.6%	2 5.6%	5 13.9%	36 100.0%	36 100.0%
SPM (50% Female)	20 76.9%	4 15.4%	1 3.8%	1 3.8%	26 100.0%	26 100.0%
Total Females	68 75.6%	10 11.1%	4 4.4%	8 8.9%	90 100.0%	90 100.0%

Elec Pol		**Feminine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	24 88.9%	2 7.4%	0 0.0%	1 3.7%	27 100.0%	27 100.0%
HN (66% Female)	52 92.9%	2 3.6%	0 0.0%	2 3.6%	56 100.0%	56 100.0%
SPM (50% Female)	37 90.2%	2 4.9%	1 2.4%	1 2.4%	41 95.3%	43 100.0%
Total Females	113 91.1%	6 4.8%	1 0.8%	4 3.2%	124 98.4%	126 100.0%

Gov Admin		**Masculine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	22 78.6%	2 7.1%	2 7.1%	2 7.1%	28 100.0%	28 100.0%
HN (66% Female)	28 77.8%	3 8.3%	2 5.6%	3 8.3%	36 100.0%	36 100.0%
SPM (50% Female)	19 73.1%	2 7.7%	2 7.7%	3 11.5%	26 100.0%	26 100.0%
Total Females	69 76.7%	7 7.8%	6 6.7%	8 8.9%	90 100.0%	90 100.0%

Gov Admin		**Feminine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	22 81.5%	1 3.7%	3 11.1%	1 3.7%	27 100.0%	27 100.0%
HN (66% Female)	51 91.1%	4 7.1%	0 0.0%	1 1.8%	56 100.0%	56 100.0%
SPM (50% Female)	37 90.2%	2 4.9%	1 2.4%	1 2.4%	41 95.3%	43 100.0%
Total Females	110 88.7%	7 5.6%	4 3.2%	3 2.3%	124 98.4%	126 100.0%

Int Pol		**Masculine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	16 57.1%	5 17.9%	6 21.4%	1 3.6%	28 100.0%	28 100.0%
HN (66% Female)	26 72.2%	4 11.1%	2 5.6%	4 11.1%	36 100.0%	36 100.0%
SPM (50% Female)	21 80.8%	1 3.8%	3 11.5%	1 3.8%	26 100.0%	26 100.0%
Total Females	63 70.0%	10 11.1%	11 12.2%	6 6.7%	90 100.0%	90 100.0%

Int Pol		**Feminine-Females**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
ND (100% Female)	23 85.2%	1 3.7%	2 7.4%	1 3.7%	27 100.0%	27 100.0%
HN (66% Female)	49 87.5%	5 8.9%	1 1.8%	1 1.8%	56 100.0%	56 100.0%
SPM (50% Female)	36 87.8%	1 2.4%	3 7.3%	1 2.4%	41 95.3%	43 100.0%
Total Females	108 87.1%	7 5.6%	6 4.8%	3 2.4%	124 98.4%	126 100.0%

Appendix D

Masculine-Male and Feminine-Male Data:

Info Tech	Masculine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	31 44.3%	21 30.0%	15 21.4%	3 4.3%	70 100%	70 100%
SPM (50% Male)	28 50.9%	18 32.7%	6 10.9%	3 5.5%	55 98.2%	56 100%
HN (34% Male)	15 34.9%	12 27.9%	11 25.6%	5 11.6%	43 100%	43 100%
Total Males	74 44.0%	51 30.4%	32 19.0%	11 6.5%	168 99.5%	169 100%

Info Tech	Feminine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	19 65.5%	3 10.3%	3 10.3%	4 13.8%	29 100.0%	29 100.0%
SPM (50% Male)	9 52.9%	5 29.4%	3 17.6%	0 0.0%	17 100.05%	17 100.0%
HN (34% Male)	11 57.9%	3 15.8%	3 15.8%	2 10.5%	19 100.0%	19 100.0%
Total Males	39 60.0%	11 16.9%	9 13.8%	6 9.2%	65 100.0%	65 100.0%

Trade	Masculine-Males					
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	49 70.0%	10 14.3%	10 14.3%	1 1.4%	70 100%	70 100%
SPM (50% Male)	26 46.4%	12 21.4%	11 19.6%	7 12.5%	56 100%	56 100%
HN (34% Male)	16 37.2%	17 39.5%	6 14.0%	4 9.3%	43 100%	43 100%
Total Males	91 53.8%	39 23.1%	27 16.0%	12 7.1%	169 100%	169 100%

Trade		**Feminine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	20 69.0%	5 17.2%	4 13.8%	0 0.0%	29 100.0%	29 100.0%
SPM (50% Male)	7 41.2%	6 35.3%	3 17.6%	1 5.9%	17 100.05%	17 100.0%
HN (34% Male)	16 84.2%	1 5.3%	2 10.5%	0 0.0%	19 100.0%	19 100.0%
Total Males	43 66.2%	12 18.5%	9 13.8%	1 1.5%	65 100.0%	65 100.0%

Med Supp		**Masculine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	36 51.4%	21 30.0%	9 12.9%	4 5.7%	70 100%	70 100%
SPM (50% Male)	36 65.5%	9 16.4%	5 9.1%	5 9.1%	55 98.2%	56 100%
HN (34% Male)	27 62.8%	12 27.9%	3 7.0%	1 2.3%	43 100%	43 100%
Total Males	99 58.9%	42 25.0%	17 10.1%	10 6.0%	168 99.5%	169 100%

Med Supp		**Feminine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	22 75.9%	4 13.8%	2 6.9%	1 3.4%	29 100.0%	29 100.0%
SPM (50% Male)	11 64.7%	3 17.6%	2 11.8%	1 5.9%	17 100.05%	17 100.0%
HN (34% Male)	14 77.8%	3 16.7%	1 5.6%	0 0.0%	19 100.0%	19 100.0%
Total Males	47 73.4%	10 15.6%	5 7.8%	2 3.1%	65 100.0%	65 100.0%

Med Other		**Masculine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	33 47.1%	22 31.4%	10 14.3%	5 7.1%	70 100%	70 100%
SPM (50% Male)	35 63.6%	7 12.7%	5 9.1%	8 14.5%	55 98.2%	56 100%
HN (34% Male)	24 55.8%	14 32.6%	4 9.3%	1 2.3%	43 100%	43 100%
Total Males	92 54.8%	43 25.6%	19 11.3%	14 8.3%	168 99.5%	169 100%

Med Other		**Feminine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	17 58.6%	8 27.6%	2 6.9%	2 6.9%	29 100.0%	29 100.0%
SPM (50% Male)	14 82.4%	2 11.8%	1 5.9%	0 0.0%	17 100.05%	17 100.0%
HN (34% Male)	14 73.7%	3 15.8%	1 5.3%	1 5.3%	19 100.0%	19 100.0%
Total Males	45 69.2%	13 20.0%	4 6.2%	3 4.6%	65 100.0%	65 100.0%

Art Vis		**Masculine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	46 65.7%	15 21.4%	8 11.4%	1 1.4%	70 100%	70 100%
SPM (50% Male)	42 76.4%	6 10.9%	4 7.3%	1 5.5%	55 98.2%	56 100%
HN (34% Male)	31 72.1%	9 20.9%	2 4.7%	1 2.3%	43 100%	43 100%
Total Males	119 70.8%	30 17.9%	14 8.3%	5 3.0%	168 99.5%	169 100%

Art Vis		**Feminine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	23 79.3%	3 10.3%	2 6.9%	1 3.4%	29 100.0%	29 100.0%
SPM (50% Male)	11 64.7%	1 5.9%	3 17.6%	2 11.8%	17 100.05%	17 100.0%
HN (34% Male)	12 63.2%	3 15.8%	1 5.3%	3 15.8%	19 100.0%	19 100.0%
Total Males	46 70.8%	7 10.8%	6 9.2%	6 9.2%	65 100.0%	65 100.0%

Food Serv		**Feminine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	22 75.9%	4 13.8%	1 3.4%	2 6.9%	29 100.0%	29 100.0%
SPM (50% Male)	11 64.7%	5 29.4%	0 0.0%	1 5.9%	17 100.05%	17 100.0%
HN (34% Male)	9 47.4%	6 31.6%	3 15.8%	1 5.3%	19 100.0%	19 100.0%
Total Males	42 64.6%	15 23.1%	4 6.2%	4 6.2%	65 100.0%	65 100.0%

Food Serv		**Feminine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	22 75.9%	4 13.8%	1 3.4%	2 6.9%	29 100.0%	29 100.0%
SPM (50% Male)	11 64.7%	5 29.4%	0 0.0%	1 5.9%	17 100.05%	17 100.0%
HN (34% Male)	9 47.4%	6 31.6%	3 15.8%	1 5.3%	19 100.0%	19 100.0%
Total Males	42 64.6%	15 23.1%	4 6.2%	4 6.2%	65 100.0%	65 100.0%

Serv Industry		**Masculine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	44 62.9%	14 20.0%	9 12.9%	3 4.3%	70 100%	70 100%
SPM (50% Male)	36 65.5%	12 21.8%	7 12.7%	0 0.0%	55 98.2%	56 100%
HN (34% Male)	24 55.8%	11 25.6%	4 9.3%	4 9.3%	43 100%	43 100%
Total Males	104 61.9%	37 22.0%	20 11.9%	7 4.2%	168 99.5%	169 100%

Serv Industry		**Feminine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	21 72.4%	5 17.2%	1 3.4%	2 6.9%	29 100.0%	29 100.0%
SPM (50% Male)	12 70.6%	3 17.6%	2 11.8%	0 0.0%	17 100.05%	17 100.0%
HN (34% Male)	12 63.2%	4 21.1%	2 10.5%	1 5.3%	19 100.0%	19 100.0%
Total Males	45 69.2%	12 18.5%	5 7.7%	3 4.6%	65 100.0%	65 100.0%

City Admin		**Masculine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	39 55.7%	23 32.9%	7 10.0%	1 1.4%	70 100%	70 100%
SPM (50% Male)	37 68.5%	12 22.2%	4 7.4%	1 1.9%	54 96.4%	56 100%
HN (34% Male)	24 55.8%	16 37.2%	2 4.7%	1 2.3%	43 100%	43 100%
Total Males	100 59.9%	51 30.5%	13 7.8%	3 1.8%	167 98.8%	169 100%

City Admin		**Feminine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	22 75.9%	6 20.7%	1 3.4%	0 0.0%	29 100.0%	29 100.0%
SPM (50% Male)	15 88.2%	8 12.3%	3 4.6%	0 0/0%	17 100.05%	17 100.0%
HN (34% Male)	17 89.5%	0 0.0%	2 10.5%	0 0.0%	19 100.0%	19 100.0%
Total Males	54 83.1%	8 12.3%	3 4.6%	0 0.0%	65 100.0%	65 100.0%

Gov. Serv		**Masculine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	40 57.1%	15 21.4%	8 11.4%	7 10.0%	70 100%	70 100%
SPM (50% Male)	38 69.1%	8 14.5%	6 10.9%	3 5.5%	55 98.2%	56 100%
HN (34% Male)	25 58.1%	11 25.6%	5 11.6%	2 4.7%	43 100%	43 100%
Total Males	103 61.3%	34 20.2%	19 11.3%	12 7.1%	168 99.5%	169 100%

Gov. Serv		**Feminine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	22 75.9%	5 17.2%	2 6.9%	0 0.0%	29 100.0%	29 100.0%
SPM (50% Male)	13 76.5%	3 17.6%	1 5.9%	0 0.0%	17 100.05%	17 100.0%
HN (34% Male)	15 78.9%	2 10.5%	2 10.5%	0 0.0%	19 100.0%	19 100.0%
Total Males	50 76.9%	10 15.4%	5 7.7%	0 0.0%	65 100.0%	65 100.0%

Elec Pol		**Masculine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	37 52.9%	19 27.1%	9 12.9%	5 7.1%	70 100%	70 100%
SPM (50% Male)	40 72.2%	11 20.0%	3 5.5%	1 1.8%	56 100%	56 100%
HN (34% Male)	27 64.3%	11 26.2%	2 4.8%	2 4.8%	42 97.6%	43 100%
Total Males	104 62.3%	41 24.6%	14 8.4%	8 4.8%	167 98.8%	169 100%

Elec Pol		**Feminine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	23 79.3%	3 10.3%	3 10.3%	0 0.0%	29 100.0%	29 100.0%
SPM (50% Male)	13 76.5%	2 11.8%	2 11.8%	0 0.0%	17 100.05%	17 100.0%
HN (34% Male)	14 73.7%	3 15.8%	2 10.5%	0 0.0%	19 100.0%	19 100.0%
Total Males	50 76.9%	8 12.3%	7 10.8%	0 0.0%	65 100.0%	65 100.0%

Int Politic		**Masculine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	36 51.4%	17 24.3%	8 11.4%	9 12.9%	70 100%	70 100%
SPM (50% Male)	36 66.7%	10 18.5%	4 7.4%	4 7.4%	54 96.4%	56 100%
HN (34% Male)	29 67.4%	9 20.9%	2 4.7%	3 7.0%	43 100%	43 100%
Total Males	101 60.5%	36 21.6%	14 8.4%	16 9.6%	168 99.5%	169 100%

Int Politic		**Feminine-Males**				
	Not Interested	A Little Interested	Pretty Interested	Very Interested	Observed	Expected
SJ (100% Male)	22 75.9%	3 10.3%	3 10.3%	1 3.4%	29 100.0%	29 100.0%
SPM (50% Male)	13 76.5%	1 5.9%	3 17.6%	0 0.0%	17 100.05%	17 100.0%
HN (34% Male)	14 73.7%	3 15.8%	2 10.5%	0 0.0%	19 100.0%	19 100.0%
Total Males	49 75.4%	7 10.8%	8 12.3%	1 1.5%	65 100.0%	65 100.0%

Appendix E

Masculine-Female and Masculine-Male Data:

Trades	**Masculine Females**	
	Not Interested	Interested
Single Sex	27 96.4%	1 3.6%
Coed	60 96.8%	2 3.2%

Trades	**Masculine Males**	
	Not Interested	Interested
Single Sex	59 84.3%	21 25.7%
Coed	69 69.7%	30 30.3%

Med Supp	**Masculine Females**	
	Not Interested	Interested
Single Sex	21 75.0%	7 25.0%
Coed	48 77.4%	14 22.6%

Med Supp	**Masculine Males**	
	Not Interested	Interested
Single Sex	57 81.4%	23 28.6%
Coed	84 84.8%	15 15.2%

Med Other	**Masculine Females**	
	Not Interested	Interested
Single Sex	21 75.0%	7 25.0%
Coed	46 74.2%	16 25.8%

Med Other	**Masculine Males**	
	Not Interested	Interested
Single Sex	55 78.6%	15 21.4%
Coed	80 80.8%	19 19.2%

Food Serv	**Masculine Females**	
	Not Interested	Interested
Single Sex	18 64.2%	10 35.8%
Coed	49 79.0%	13 21.0%

Food Serv	**Masculine Males**	
	Not Interested	Interested
Single Sex	58 82.8%	12 17.2%
Coed	71 71.7%	28 28.3%

Serv Ind	**Masculine Females**	
	Not Interested	Interested
Single Sex	20 71.5%	8 28.5%
Coed	49 79.0%	13 21.0%

Serv Ind	**Masculine Males**	
	Not Interested	Interested
Single Sex	58 82.9%	12 17.1%
Coed	83 83.8%	7 7.2%

City Admin	**Masculine Females**	
	Not Interested	Interested
Single Sex	26 92.8%	2 7.2%
Coed	59 95.2%	3 4.8%

City Admin	**Masculine Males**	
	Not Interested	Interested
Single Sex	62 88.6%	8 11.4%
Coed	89 91.8%	8 8.2%

Elec Pol	**Masculine Females**	
	Not Interested	Interested
Single Sex	25 89.3%	3 10.7%
Coed	53 85.5%	9 14.5%

Elec Pol	**Masculine Males**	
	Not Interested	Interested
Single Sex	56 80.0%	14 20.0%
Coed	88 88.9%	11 11.1%

Gov Admin	**Masculine Females**	
	Not Interested	Interested
Single Sex	24 85.7%	4 12.3%
Coed	52 83.9%	10 16.1%

Gov Admin	**Masculine Males**	
	Not Interested	Interested
Single Sex	55 78.6%	15 21.4%
Coed	82 82.8%	17 17.2%

Int Pol	**Masculine Females**	
	Not Interested	Interested
Single Sex	21 75.0%	7 25.0%
Coed	52 83.9%	10 16.1%

Int Pol	**Masculine Males**	
	Not Interested	Interested
Single Sex	53 75.7%	17 24.3%
Coed	84 84.8%	15 15.2%

Appendix F

Feminine-Female and Feminine-Male Data:

Trades	**Feminine Females**	
	Not Interested	Interested
Single Sex	26 96.3%	1 3.7%
Coed	97 98.9%	1 1.1%

Trades	**Feminine Males**	
	Not Interested	Interested
Single Sex	25 86.2%	4 13.8%
Coed	30 83.3%	6 16.7%

Med Supp	**Feminine Females**	
	Not Interested	Interested
Single Sex	17 62.9%	10 37.1%
Coed	66 67.3%	32 32.7%

Med Supp	**Feminine Males**	
	Not Interested	Interested
Single Sex	26 89.7%	3 10.3%
Coed	31 86.1%	5 13.9%

Med Other	**Feminine Females**	
	Not Interested	Interested
Single Sex	18 66.6%	9 33.4%
Coed	60 61.2%	38 38.8%

Med Other	**Feminine Males**	
	Not Interested	Interested
Single Sex	25 86.2%	4 13.8%
Coed	33 91.7%	3 8.3%

Food Serv	**Feminine Females**	
	Not Interested	Interested
Single Sex	22 81.5%	5 18.5%
Coed	85 86.7%	13 13.3%

Food Serv	**Feminine Males**	
	Not Interested	Interested
Single Sex	26 89.7%	3 10.3%
Coed	31 86.1%	5 13.9%

Serv Ind	**Feminine Females**	
	Not Interested	Interested
Single Sex	22 81.5%	8 14.3%
Coed	79 80.6%	19 19.4%

Serv Ind	**Feminine Males**	
	Not Interested	Interested
Single Sex	26 89.7%	3 10.3%
Coed	31 86.1%	5 13.9%

City Admin	**Feminine Females**	
	Not Interested	Interested
Single Sex	26 96.3%	1 3.7%
Coed	97 99.0%	1 1.0%

City Admin	**Feminine Males**	
	Not Interested	Interested
Single Sex	28 96.5%	1 3.5%
Coed	34 94.4%	2 5.6%

Elec Pol	**Feminine Females**	
	Not Interested	Interested
Single Sex	26 96.3%	1 3.7%
Coed	93 95.9%	4 4.1%

Elec Pol	**Feminine Males**	
	Not Interested	Interested
Single Sex	26 89.7%	3 10.3%
Coed	32 88.9%	4 11.1%

Gov Admin	**Feminine Females**	
	Not Interested	Interested
Single Sex	23 85.2%	4 14.8%
Coed	94 96.9%	3 3.1%

Gov Admin	**Feminine Males**	
	Not Interested	Interested
Single Sex	27 93.1%	2 6.9%
Coed	33 91.7%	3 8.3%

Int Pol	**Feminine Females**	
	Not Interested	Interested
Single Sex	24 88.9%	3 11.1%
Coed	91 93.8%	6 6.2%

Int Pol	**Feminine Males**	
	Not Interested	Interested
Single Sex	25 86.2%	4 13.8%
Coed	31 86.1%	5 13.9%

Appendix G

Ratios of Gender and Gender Identity in Each Career:

Table 1. Gender Ratios (Male:Female) by School Sex Mix & Occupational Interest

	Overall	Single Sex	66% F / 34% M	50% F / 50% M
Trade	10.25:1	4.44:1	9.97:1	18.8:1
Civil Service	3.92:1	3.35:1	4.04:1	6.02:1
Info. Tech	3.29:1	2.94:1	1.84:1	6.86:1
City Admin	2.79:1	1.78:1	2.34:1	6.08:1
Engineering	2.74:1	1.62:1	4.03:1	3.13:1
Computers	2.21:1	1.66:1	1.50:1	3.59:1
Physical Sci.	1.87:1	1.28:1	2.03:1	2.38:1
Elected Politics	1.69:1	2.53:1	1:1.09	1.73:1
Gov. Service	1.64:1	1.26:1	2.29:1	1.37:1
Business	1.41:1	1.42:1	1.31:1	1.34:1
Int. Politics	1.36:1	1.13:1	1.69:1	1:1.05
Law	1.17:1	1.32:1	1:1.08	1.07:1
Food Service	1.12:1	1.67:1	1.84:1	1.31:1
Media	1.10:1	1.04:1	1.02:1	1.29:1
Music	1.05:1	1:1.32	1.47:1	1.03:1
Service Industry	1:1.35	1:1.45	1:1.29	1:1.40
Teaching	1:1.83	1:1.77	1:2.22	1:1.55
Medical Supp	1:1.84	1:1.81	1:1.63	1:2.40
Medical Practice	1:1.89	1:1.48	1:2.70	1:2.35
Medical Other	1:1.91	1:1.50	1:1.82	1:2.74
Perf. Arts	1:2.81	1:2.35	1: 3.33	1:2.51
Visual Arts	1:2.89	1:2.80	1: 2.67	1:3.07
Social Services	1:3.31	1:2.75	1: 3.73	1:3.21

Table 2. Female BEM Ratios (Masculine: Feminine) by School Sex Mix & Occupational Interest

	Overall	Single Sex	66% F / 34% M	50% F / 50% M
Trade	2.06:1	1:1.03	3.11:1	1:1
Civil Service	2.31:1	1:2.06	3.09:1	4.79:1
Info. Tech	1.40:1	1:1.48	1:2.23	1.65:1
City Admin	3.44:1	1.95:1	3.11:1	3.80:1
Engineering	1.77:1	3.22:1	1:1.08	1.34:1
Computers	1.22:1	1.00:1	1:1.11	2.19:1
Physical Sci.	1.96:1	1.25:1	2.53:1	2.20:1
Elected Politics	3.33:1	2.89:1	2.97:1	1.58:1
Gov. Service	2.84:1	1:1.04	7.72:1	4.00:1
Business	1.60:1	2.5:1	1.74:1	1:1.11
Int. Politics	2.63:1	2.25:1	4.64:1	1.58:1
Law	1.78:1	1.07:1	2.34:1	1.84:1
Food Service	1.78:1	1.93:1	3.08:1	1:1.11
Media	1.46:1	1:1.66	1.97:1	1.79:1
Music	1.41:1	1.00:1	1:1.28	1:2.96
Service Industry	1.22:1	1.99:1	1.55:1	1:1.36
Teaching	1:2.17	1:2.97	1:2.11	1:1.75
Medical Supp	1:1.44	1:1.48	1:1.61	1:1.24
Medical Practice	1:1.07	1:1.11	1:1.00	1:1.24
Medical Other	1:1.47	1:1.33	1:1.48	1:1.55
Perf. Arts	1.19:1	1.58:1	1.19:1	1.61:1
Visual Arts	1:1.05	1:1.03	1:1.24	1.30:1
Social Services	1:1.23	1:1.48	1:1.01	1:1.57

Table 3. Male BEM Ratios (Masculine:'Feminine') by School Sex Mix & Occupational Interest

	Overall	Single Sex	66% F / 34% M	50% F / 50% M
Trade	1.51:1	1.14:1	2.22:1	1.37:1
Civil Service*	1.85:1	1:1.30	3.74:1	2.53:1
Info. Tech	1.11:1	1.07:1	1.41:1	1:1.07
City Admin	2.09:1	3.35:1	1:1.50	2.02:1
Engineering	1.36:1	1.16:1	1.54:1	1.67:1
Computers	1.33:1	1.39:1	1.54:1	1.54:1
Physical Sci.	1.24:1	1:1.04	1.65:1	1.54:1
Elected Politics	1.22:1	1.94:1	1:1.09	1:1.62
Gov. Service	2.39:1	3.10:1	1.55:1	2.78:1
Business*	1.60:1	1.40:1	1.38:1	3.49:1
Int. Politics	1.30:1	1.77:1	1.11:1	1:1.19
Law*	1.34:1	1.04:1	1.77:1	2.62:1
Food Service	1.87:1	1.67:1	1.43:1	4.31:1
Media	1.45:1	1.91:1	1.14:1	1.47:1
Music	1.16:1	1.08:1	1.10:1	1.33:1
Service Industry	1.31:1	1.67:1	1.18:1	1.08:1
Teaching	1:1.36	1:1.69	1:1.41	1.36:1
Medical Supp	1.48:1	1.81:1	1.66:1	1.03:1
Medical Practice*	1.73:1	2.01:1	4.40:1	1:1.29
Medical Other*	1.81:1	1.55:1	1.09:1	4.00:1
Perf. Arts*	1:2.04	1:1.03	1:3.77	1:2.41
Visual Arts	1:1.63	1.24:1	1:3.01	1:2.30
Social Services	1:1.73	1.11:1	1:3.36	1:2.58

Note: Careers with (*) next to them implies statistical significance in the data using chi square and gamma values in SPSS. There were not many feminine-males overall, so the undifferentiated, androgynous, and feminine-male data was combined for this table because the results between the three were very similar.

Table 4. Masculine Student Ratios (Masculine-Male:Masculine-Female) by Occupational Interest

	Overall	Single Sex	Coed
Trade	8.24:1	7.14:1	9.47:1
Civil Service	3.53:1	7.45:1	1:2.61
Info. Tech	3.74:1	3.47:1	4.05:1
City Admin	1.63:1	1.58:1	1.70:1
Engineering	1.65:1	1.12:1	3.36:1
Computers	2.37:1	2.57:1	2.22:1
Physical Sci.	2.44:1	1.08:1	4.39:1
Elected Politics	1.23:1	1.86:1	1:1.31
Gov. Service	1.36:1	1.74:1	1.07:1
Business	1.16:1	1.04:1	1.36:1
Int. Politics	1:1.04	1:1.03	1:1.06
Law	1:1.01	1.26:1	1:1.33
Food Service	1:1.25	1:2.08	1.35:1
Media	1.00:1	1.34:1	1:1.47
Music	1.12:1	1.29:1	1:1.01
Service Industry	1:2.04	1:1.66	1:2.92
Teaching	1:1.14	1:1.03	1:1.23
Medical Supp	1:1.09	1.14:1	1:1.49
Medical Practice	1:1.49	1:1.22	1:2.04
Medical Other	1:1.25	1:1.17	1:1.34
Perf. Arts	1:3.31	1:2.15	1:4.12
Visual Arts	1:3.02	1:2.49	1:3.63
Social Services	1:3.02	1:2.19	1:4.19

Table 5. Feminine Student Ratios ('Feminine'-Male:Feminine-Female) by Occupational Interest

	Overall	Single Sex	Coed
Trade	6.35:1	3.73:1	15.2:1
Civil Service	3.01:1	2.79:1	3.39:1
Info. Tech	2.30:1	2.18:1	2.45:1
City Admin	1.93:1	1:1.05	5.60:1
Engineering	2.78:1	3.11:1	2.46:1
Computers	1.73:1	1.39:1	2.21:1
Physical Sci.	1.65:1	1.39:1	2.27:1
Elected Politics	2.74:1	2.78:1	2.71:1
Gov. Service	1:1.78	1:2.14	2.70:1
Business	1.33:1	1.82:1	1:1.07
Int. Politics	1.60:1	1.24:1	2.24:1
Law	1.06:1	1.24:1	1:1.33
Food Service	1:1.31	1:1.79	1.04:1
Media	1:1.05	1:1.72	1.40:1
Music	1:1.04	1:1.28	1.19:1
Service Industry	1:1.39	1:1.38	1:1.39
Teaching	1:1.94	1:1.83	1:2.09
Medical Supp	1:2.88	1:3.60	1:2.35
Medical Practice	1:2.96	1:2.68	1:3.37
Medical Other	1:3.26	1:2.42	1:4.67
Perf. Arts	1:1.67	1:2.51	1:1.28
Visual Arts	1:2.12	1:3.24	1:1.65
Social Services	1:2.53	1:3.60	1:1.96