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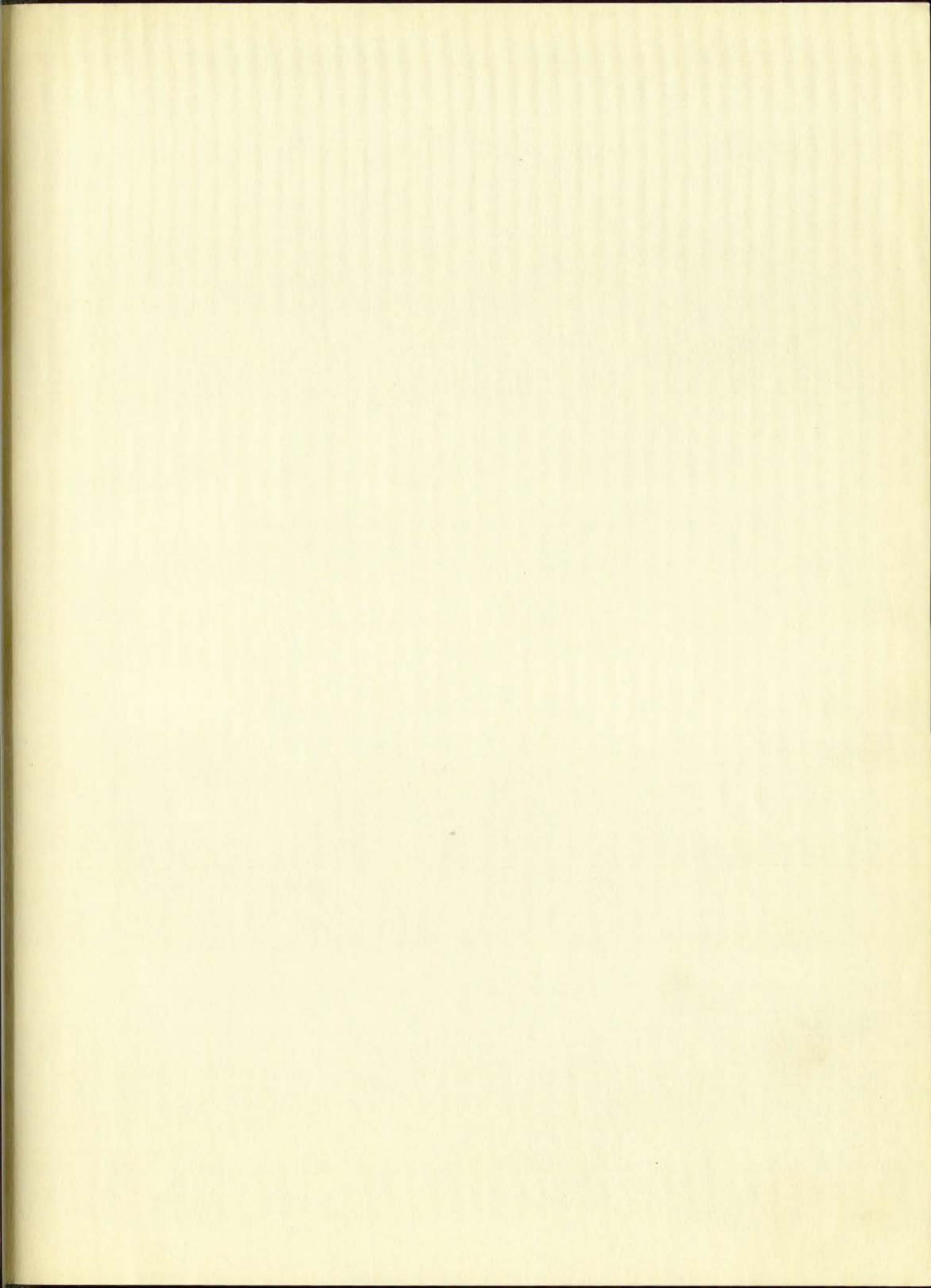
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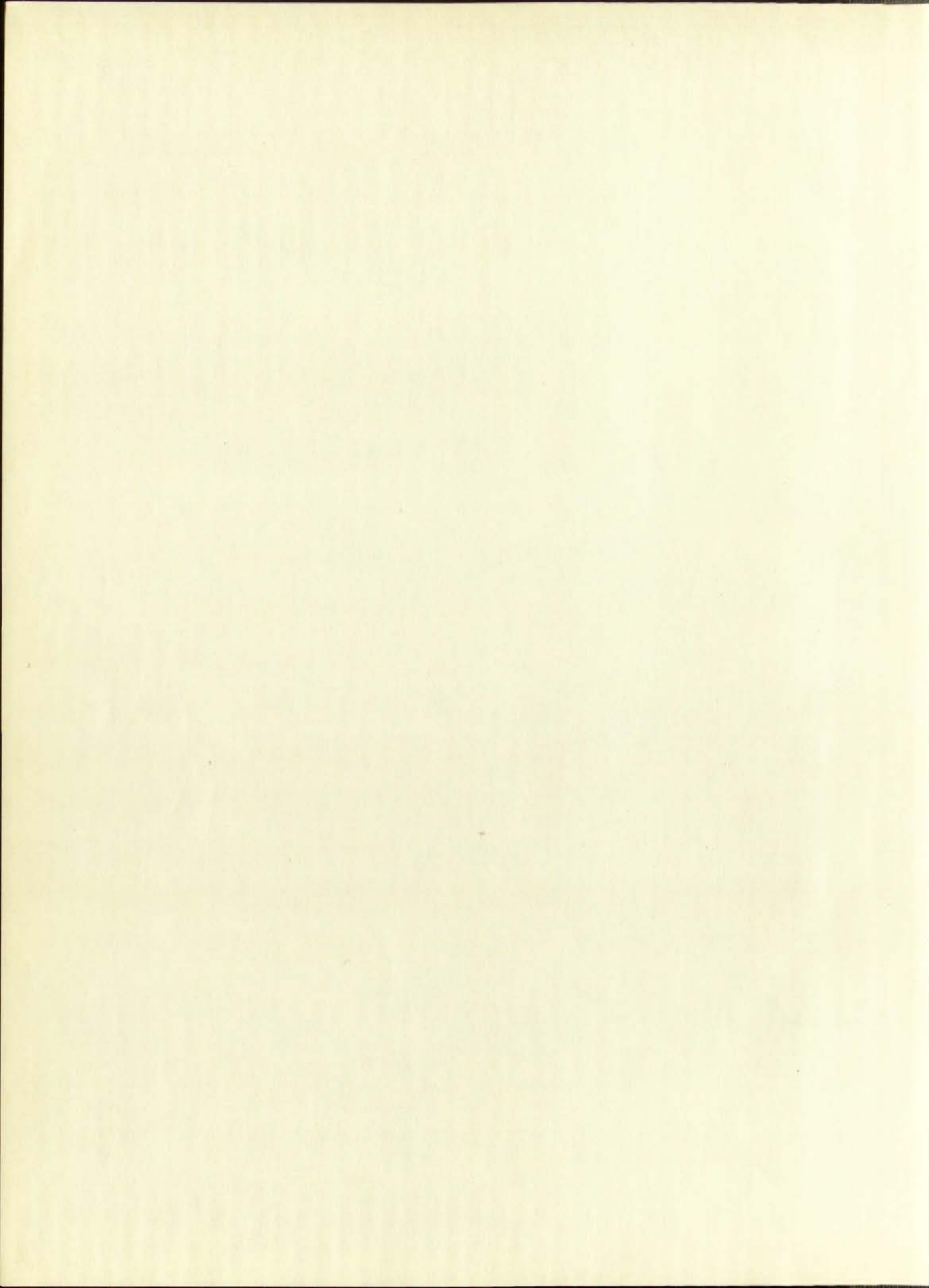


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VOCATIONAL CHOICES OF CLOVIS, NEW MEXICO,
HIGH SCHOOL GRADUATES ACCORDING TO
INTELLIGENCE AND THE OCCUPATIONAL
LEVELS OF THEIR PARENTS

By

Elsie Therma Litchfield

A Thesis Submitted for the Degree
of Master of Arts in Education

The University of New Mexico

1936

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TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION.....	1
	Purpose of the Study.....	1
	Importance of the Study.....	1
	Definitions and Delimitations.....	2
	The Data and Procedure.....	4
	Review of Related Studies.....	6
II.	VOCATIONAL CHOICES OF CLOVIS HIGH SCHOOL GRADUATES AND THEIR RELATIONSHIP TO INTELLIGENCE.....	9
	Introduction.....	9
	Vocational Choices of the Graduates as a Whole.....	9
	Vocational Choices on Basis of Intelligence.....	9
	Comparison as to Mean of Intelligence.....	9
	Comparison as to Variability in Intelligence.....	12
	Correlation Between Occupational Choices and Intelligence.....	16
III.	VOCATIONAL CHOICES OF CLOVIS HIGH SCHOOL GRADUATES AS RELATED TO THEIR INTELLIGENCE AND OCCUPATIONAL LEVELS OF THEIR FATHERS.....	17
	Introduction.....	17
	Vocational Choices on Basis of the Occupational Levels of Parents.....	17
	The Graduates as a Whole.....	17
	According to Specific Occupational Levels of Parents.....	20
	Vocational Choices According to Intelligence and Occupations of Parents.....	21
	In General.....	21
	According to Specific Occupations.....	21
	Distribution of Intelligence.....	25
	Correlation Between Occupational choices and Intelligence.....	28

TABLE OF CONTENTS

Page	Chapter
1	I. THE PROBLEM
1	1. The Problem
1	2. The Problem
1	3. The Problem
1	4. The Problem
1	5. The Problem
1	6. The Problem
1	7. The Problem
1	8. The Problem
1	9. The Problem
1	10. The Problem
1	11. The Problem
1	12. The Problem
1	13. The Problem
1	14. The Problem
1	15. The Problem
1	16. The Problem
1	17. The Problem
1	18. The Problem
1	19. The Problem
1	20. The Problem
1	21. The Problem
1	22. The Problem
1	23. The Problem
1	24. The Problem
1	25. The Problem
1	26. The Problem
1	27. The Problem
1	28. The Problem
1	29. The Problem
1	30. The Problem
1	31. The Problem
1	32. The Problem
1	33. The Problem
1	34. The Problem
1	35. The Problem
1	36. The Problem
1	37. The Problem
1	38. The Problem
1	39. The Problem
1	40. The Problem
1	41. The Problem
1	42. The Problem
1	43. The Problem
1	44. The Problem
1	45. The Problem
1	46. The Problem
1	47. The Problem
1	48. The Problem
1	49. The Problem
1	50. The Problem
1	51. The Problem
1	52. The Problem
1	53. The Problem
1	54. The Problem
1	55. The Problem
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1	57. The Problem
1	58. The Problem
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1	62. The Problem
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1	67. The Problem
1	68. The Problem
1	69. The Problem
1	70. The Problem
1	71. The Problem
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1	76. The Problem
1	77. The Problem
1	78. The Problem
1	79. The Problem
1	80. The Problem
1	81. The Problem
1	82. The Problem
1	83. The Problem
1	84. The Problem
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1	86. The Problem
1	87. The Problem
1	88. The Problem
1	89. The Problem
1	90. The Problem
1	91. The Problem
1	92. The Problem
1	93. The Problem
1	94. The Problem
1	95. The Problem
1	96. The Problem
1	97. The Problem
1	98. The Problem
1	99. The Problem
1	100. The Problem

Chapter	Page
IV. CONCLUSIONS AND LIMITATIONS.....	30
Limitations of the Study.....	32
APPENDIX.....	34
BIBLIOGRAPHY.....	51

IV. CONCLUSIONS AND LIMITATIONS OF THE STUDY

APPENDIX

BIBLIOGRAPHY

LIST OF TABLES

Table	Page
I. Comparison of Intelligence and Occupational Choices of Clovis High School Graduates for the Five Years 1930-31 to 1934-35, Inclusive.....	10
II. Relationship Between the Vocational Choices of Clovis High School Graduates, for the Years 1930-31 to 1934-35, Inclusive, and the Mean Level of Their Intelligence.....	13
III. Distribution of Clovis High School Graduates for the Five Years 1930-31 to 1934-35, Inclusive, According to Occupational Choices in Relationship to Intelligence.....	14
IV. Comparison of the Choices of Occupational Levels Made by the Graduates of Clovis High School for the Five Years 1930-31 to 1934-35, Inclusive, on the Basis of the Occupational Levels of Their Parents.....	18
V. Comparison of Vocational Choices and Intelligence of Clovis High School Graduates, 1930-31 to 1934-35, Inclusive, on the Basis of the Occupational Levels of Their Parents.....	22
VI. Distribution of Clovis High School Graduates, 1930-31 to 1934-35, Inclusive, on the Basis of Intelligence and the Occupational Levels of Their Parents.....	26
VII. Distribution of Clovis High School Graduates, 1930-31 to 1934-35, Inclusive, On the Basis of Intelligence, Occupational Choices, and Occupations of Parents.....	34

1. General description of the area	1
2. Physical features	2
3. Climate	3
4. Vegetation	4
5. Soil	5
6. Water resources	6
7. Population	7
8. Economy	8
9. Education	9
10. Health	10
11. Religion	11
12. Culture	12
13. History	13
14. Future prospects	14

LIST OF FIGURES

Figure	Page
1. Percentage of Three Hundred Clovis High School Graduates from 1930-31 to 1934-35, Inclusive, Who Chose Each of the Four Occupational Levels	11
2. Comparison of the Intelligence and Occupational Choices of Three Hundred Graduates of Clovis High School for the Years 1930-31 to 1934-35, Inclusive.....	12
3. Comparison of Occupational Choices of Three Hundred Clovis High School Graduates, 1930-31 to 1934-35, Inclusive, with Occupational Levels of Their Parents	19
4. Comparison of Intelligence of Clovis High School Graduates, 1930-31 to 1934-35, Inclusive, Classified on the Basis of the Occupational Levels of Their Parents	23
5. Comparison of the Intelligence of Clovis High School Graduates, 1930-31 to 1934-35, Inclusive, Classified According to the Occupational Level of Their Parents, and Their Vocational Choices	24

VOCATIONAL CHOICES OF CLOVIS, NEW MEXICO,
HIGH SCHOOL GRADUATES ACCORDING TO
INTELLIGENCE AND THE OCCUPATIONAL
LEVELS OF THEIR PARENTS

CHAPTER I
INTRODUCTION

Purpose of the Study

The purpose of this study is to investigate the vocational choices of graduates of Clovis High School. Data and conclusions bearing on the following three questions are presented.

1. What percentage of the graduates select each of the several occupational levels?
2. What relationship obtains between the intelligence and the vocational choices of the graduates?
3. Are the vocational levels of the parents of the graduates an indicator of the vocational choices of these graduates, especially when intelligence of the latter is taken into consideration?

Importance of the Study

A knowledge of the nature of the work that high school graduates of a certain intelligence are most likely to choose would be not only interesting but also of educational value. To know the degree that the intelligence of students and the

occupational levels of parents are related to the vocational choices of students should be of value, particularly to those dealing with high school students.

Definitions and Delimitations

"Intelligence" is defined for the purpose of this study as that ability measured by the conventional intelligence tests. In this instance the Otis Self-Administering Tests of Mental Ability, Advanced Examination, Form A, was employed.

The words "choice" and "chosen", as they pertain to the selection of a vocation, are used herein with limitations, since probably in some instances employment was not chosen, at least not consciously chosen, but was rather the result of circumstances.

The term "occupational level" as used in this study follows in general that classification made by Garver and Hansen,¹ based upon the incomes of the several classes of workers. It refers to either the occupation of the pupil's father or the occupational choice of the student, depending upon its use.

Descriptions of the four levels or classes follow:

- (a) Professional workers. This is the highest income group. The period of training is much longer than that for the other groups, and the average native ability is much higher. This group includes engineers,

¹Principles of Economics, pp.429-443.

teachers, accountants, lawyers, physicians, military officers, heads of government departments, and managers of business establishments.

(b) Skilled workers. More training, higher native ability, and greater capacity for responsibility is required of this group than of the two groups that follow. Among the workers in this level are the skilled craftsmen in construction and machine trades, expert carpenters, masons, diemakers, bookkeepers, secretaries, statistical clerks, stenographers, the higher-paid classes of salesmen, and engineers and conductors on railroads.

(c) Semiskilled workers. The members of this group have either greater native ability or have spent a longer period in training than the unskilled workers, the group described in the next paragraph. They operate the more complicated machines and perform the rough mechanical and trade work. They may occupy some of the lower-type clerical and sales positions.

(d) Unskilled workers. This group is characterized by lack of special skill and by low level of general education. Members of the group do most of the heavy manual labor about factories and stores and in the construction of buildings and highways. They may be employed to tend automatic machines in factories and to operate simple mechanical devices.

The Data and Procedure

The data for this investigation were obtained from the records in the office of the principal of Clovis High School, and from direct or indirect contact with the subjects studied or with persons related to or acquainted with them.

All graduates of Clovis High School from 1930-31 to 1934-35, inclusive, are used in this study except twenty-nine girls who, on account of marriage, were not gainfully employed, and eleven girls and ten boys who could not be located; and three boys who were deceased. After excluding these forty-three graduates there remained three hundred as a basis for this study.

The first step in the procedure, after obtaining the names of the graduates, was to secure the intelligence rankings of the three hundred students to be studied. Since all the students had been given mental tests during their senior year, it was possible to secure these data from the official records on file in the high school. The scores, recorded in raw form, were changed into percentile rankings, on the basis of the three hundred cases studied, for ease of comparison.

The second step was to obtain the occupational levels of the fathers and the vocational choices of the graduates. These were secured either by personal interview or by contacting a relative or some person in position to give the

The Data and Procedures

The data for this investigation were obtained from the records in the office of the principal of Olive High School, and from direct or indirect contact with the subjects studied or with persons related to or acquainted with them.

All graduates of Olive High School from 1920-21 to 1925-26, inclusive, were used in this study except twenty-nine girls who, on account of marriage, were not definitely located; and thirty boys who were deceased. After excluding the above forty-three students there remained three hundred as a basis for this study.

The first step in the procedure, after obtaining the names of the graduates, was to secure the intelligence ratings of the three hundred students to be studied. Since all the students had been given mental tests during their senior year, it was possible to secure these data from the official records on file in the high school. The scores, recorded in raw form, were changed into percentile rankings, on the basis of the three hundred cases studied, for ease of comparison.

The second step was to obtain the occupational levels of the fathers and the vocational choices of the graduates. These were secured either by personal interview or by conducting a relative or was given in position to give the

necessary information. The level of work in which the subject was actually engaged or that on which active preparation was being made was used for the graduates of each of the five years except those of the school year 1934-1935. The data for this last group were the occupational preferences as supplied by the several members. The occupational status of the father of each student was obtained unless for some reason the mother was supporting the family. In no case were occupational levels of both father and mother taken into consideration.

The third step was to study the vocational choices of the graduates. This was done first by considering the group as a whole; secondly, by analyzing the choices according to levels of intelligence; and, finally, according to the occupations of the parents of the graduates. The choices were determined in numbers and in percentage terms.

The fourth step was to determine the level of intelligence of each group selecting the several occupational levels. In doing this the graduates were treated as a whole and then according to the occupational levels of their fathers. Each of the several differences in intelligence among the groups was analyzed statistically to determine its reliability.

The final step was the determination of the relationship that obtains between the vocational choices of the graduates and their intelligence. To do this, product-moment correlations were computed between the vocational choices of

necessary information. The level of work in which the subjects were actually engaged on days on which active participation was being made was used for the purposes of each of the five years except those of the control year 1955-1956. The data for this last group were the experimental results as supplied by the national institute. The experimental status of the father of each student was obtained either for some reason the father was reporting the family. In no case were educational levels of both father and mother taken into consideration.

The third step was to study the vocational choices of the graduates. This was done first by dividing the group as a whole; secondly, by studying the choices according to levels of intelligence; and, finally, according to the positions of the parents of the graduates. The choices were determined in a more and in a more detailed manner.

The fourth step was to determine the level of intelligence of each group separately and several educational levels. In doing this the knowledge was grouped into a whole and then according to the educational levels in each year. Each of the several differences in intelligence among the groups was analyzed statistically to determine the relationship.

The final step was the determination of the relationship that exists between the vocational choices of the graduates and their intelligence. To do this, a subject-matter correlation was computed between the vocational choices of

the graduates as a whole and their intelligence, expressed in percentiles, and between vocational choices and intelligence when the graduates were classified into four groups on the basis of the occupational levels of their parents.

From the data and statistical measures described in the foregoing paragraphs, generalizations were made, and conclusions bearing on the questions constituting the purpose of this study were drawn. Effort was made to determine the significance and the limitations of the conclusions, individually and severally.

Review of Related Studies

No studies could be found which were concerned directly with a problem such as is undertaken in this study. However, many investigations bearing indirectly upon it have been made. For example, Starr¹ reports a close relationship between the general intelligence of college students and the occupations of their fathers. She found the highest level of intelligence among the students whose fathers were engaged in professional activities; the next highest among those whose fathers were engaged in business and clerical activities; next, among those whose fathers were employed at skilled labor; and finally, among those whose fathers were performing unskilled labor.

¹Relationship of Intelligence of College Students to Parental Occupations, pp. 1-24.

Towell¹ finds a relationship between the intelligence of high school students and the occupational levels of their fathers, and between their educational achievement and the occupational levels of their fathers. The general implication in the findings of these investigations and others is that there is a direct relationship between the intelligence of students and the occupations of their fathers. This view is summarized by Pintner², who says,

In the long run those possessing superior intelligence will in general tend to occupy the higher types of positions in the world, and those possessing inferior intelligence will gravitate towards the lower occupations. Since children tend to inherit the same kind of intelligence as their parents, we ought to find differences in the intelligence of children as we proceed from the lower to the higher occupations of their parents.

The overlapping of mental ability of children in all groups as found by Gertrude Hildreth³ is an important finding.

Koos and Kevauver⁴, from a review of several studies, conclude that there is a general tendency for students of the average and lower occupational levels to aspire to a higher status than that occupied by fathers.

These data seem to indicate that a large range of mental ability, as measured by mental tests, is found among the

¹"The Social and Educational Status of the Pupils in a Resident-Suburban Community," pp. 49-58.

²Intelligence Testing Methods and Results, pp. 513-514.

³Occupational Status and Intelligence, pp. 153-157.

⁴Guidance in Secondary Schools, pp. 225-226.

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CHAPTER II

VOCATIONAL CHOICES OF CLOVIS HIGH SCHOOL GRADUATES AND THEIR RELATIONSHIP TO INTELLIGENCE

Introduction

In this chapter the vocational choices of the Clovis High School graduates are analyzed. The analysis is made on these bases: (1) purely as to vocational choices, and (2) vocational choices in relationship to intelligence.

Vocational Choices of the Graduates as a Whole

A larger percentage of the graduates of Clovis High School chose vocations classed in the two upper occupational levels than chose vocations in the two lower levels, the percentages being 58 and 42, respectively, as shown in Table I and Figure 1. Thirty-two per cent of the graduates chose semiskilled occupations, 31 per cent skilled, 27 per cent professional, and 10 per cent unskilled.

Vocational Choices on Basis of Intelligence

Comparison as to Mean Intelligence.

As Table I and Figure 2 show, graduates who chose the professional level are highest in intelligence and those who chose the unskilled level are lowest in intelligence among the four groups. The arithmetic means of the intelligence percentiles for those making each choice of occupational

For the purpose of this study, the following data were collected:

- (1) The number of students who attended the school during the year.
- (2) The number of students who were absent during the year.
- (3) The number of students who were transferred during the year.
- (4) The number of students who were enrolled during the year.

The data were collected from the school records and the attendance records. The data were then analyzed to determine the effect of the school on the students. The results of the analysis are shown in the following table:

Category	Number of Students
Enrolled	100
Transferred	5
Absent	10
Attended	85

The results of the analysis show that the school has a positive effect on the students. The number of students who attended the school during the year was 85, which is a significant increase from the previous year. This indicates that the school is effective in attracting and retaining students. The number of students who were absent during the year was 10, which is a decrease from the previous year. This indicates that the school is effective in reducing absenteeism. The number of students who were transferred during the year was 5, which is a decrease from the previous year. This indicates that the school is effective in reducing the number of students who are transferred. The number of students who were enrolled during the year was 100, which is a decrease from the previous year. This indicates that the school is effective in reducing the number of students who are enrolled.

TABLE I

COMPARISON OF INTELLIGENCE AND OCCUPATIONAL CHOICES
OF CLOVIS HIGH SCHOOL GRADUATES FOR THE
FIVE YEARS 1930-31 TO 1934-35, INCLUSIVE

Occupational Levels Chosen by the Graduates	Number and Percentage Choosing Each Level		Arithmetic Mean of In- telligence Percentiles (with PE) for Those Choosing Each Level	S. D. of Distribution of Intelligence Percentiles of Those Choosing the Various Levels
	No.	%		
Professional	81	27.0	62.07-2.05	27.53
Skilled	93	31.0	49.84-2.03	29.80
Semiskilled	96	32.0	45.59-1.77	25.74
Unskilled	30	10.0	38.66-3.17	27.05

level range from 62.07 for the group who chose the professions to 38.66 for those who chose the unskilled occupations. A drop occurs in the level of intelligence with each drop in occupational level. The differences among the mean percentiles of intelligence for the graduates in the skilled, semiskilled, and unskilled occupational levels are small, but the difference between the professional level and any of the other three occupational levels is appreciable.

Table II shows the differences in mean intelligence among the several occupational groups and the reliability of these differences. The greatest differences are between those choosing the professions and each of the three groups

choosing the other occupational levels. In particular, the greatest difference is between the professional group and

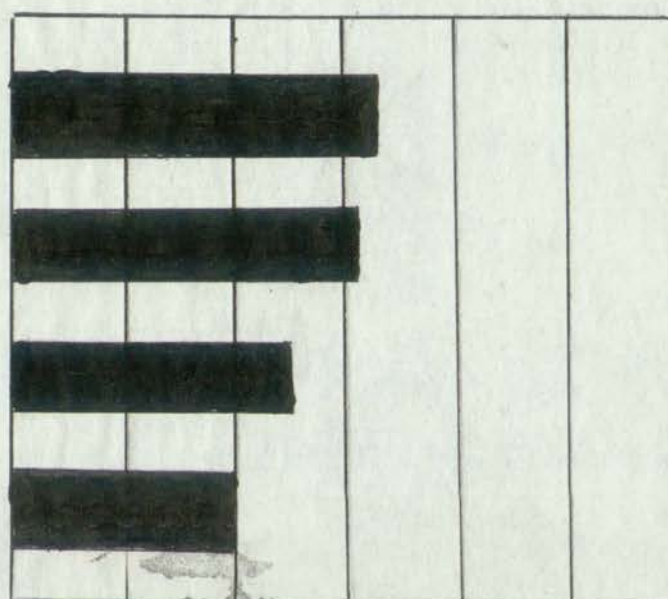


Figure 1. Percentage of Three Hundred Clovis High School Graduates from 1930-31 to 1934-35, Inclusive, Who Chose Each of the Four Occupational Levels.

the unskilled group. All these differences are fairly high in reliability. Although the level of intelligence tends to decrease with each decrease in occupational level, the differences between the levels are not sufficiently great to be considered statistically reliable.

showing the other occupational levels. In particular, the greatest difference is between the professional group and

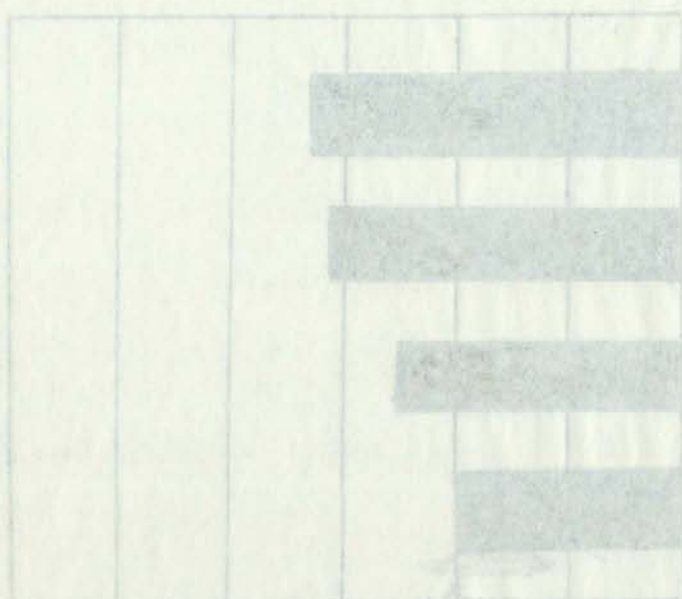


Figure 1. Percentage of three limited levels (High School, Intermediate, and Unskilled) for four occupational levels. These levels of the four occupational levels.

the unskilled group. All these differences are fairly high in reliability. Although the level of intelligence tends to decrease with each downward in occupational level, the differences between the levels are not statistically great to be considered statistically reliable.

Comparison as to Variability in Intelligence

The variability of intelligence is much the same in the four groups of occupational choices, the standard deviations on the basis of intelligence percentiles are, as shown in Table I: 27.53 for the professional group, 29.80 for the skilled group, 25.74 for the semiskilled group, and 27.05 for the unskilled group.

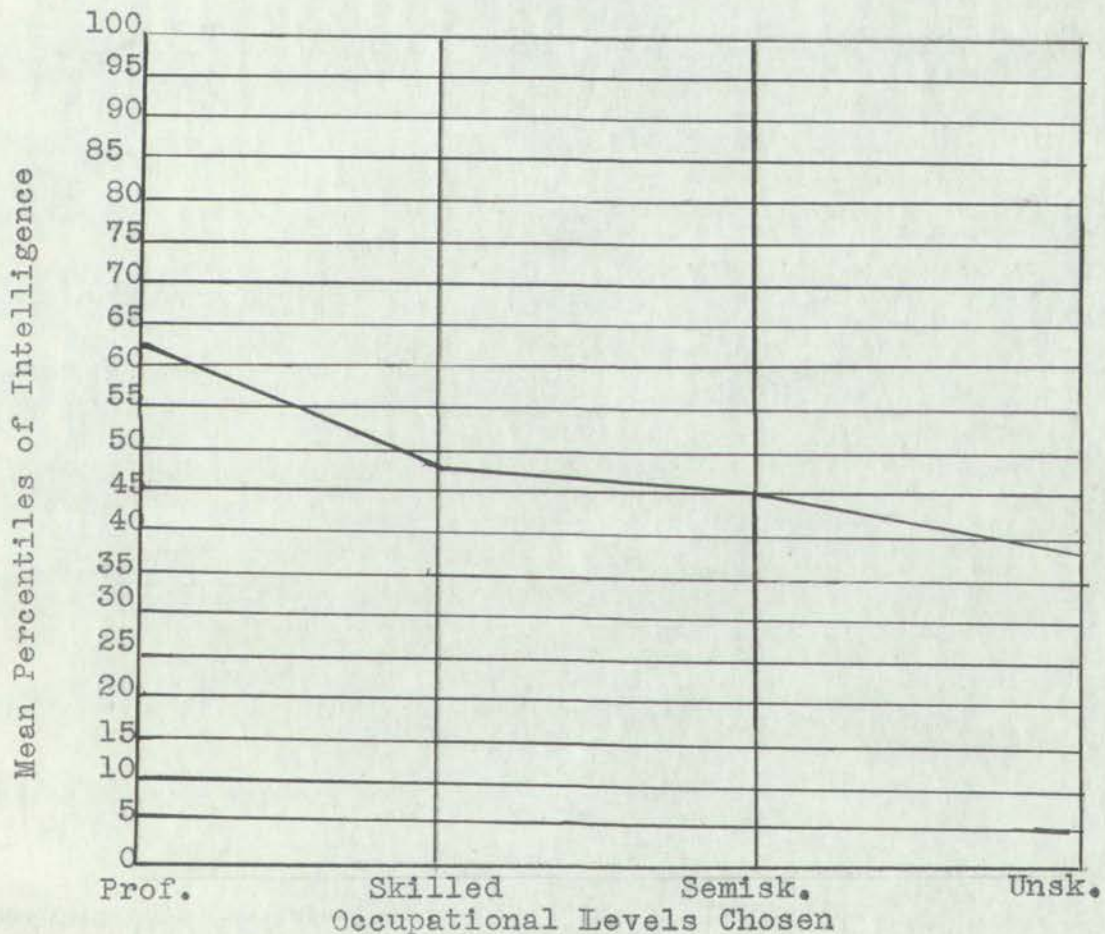
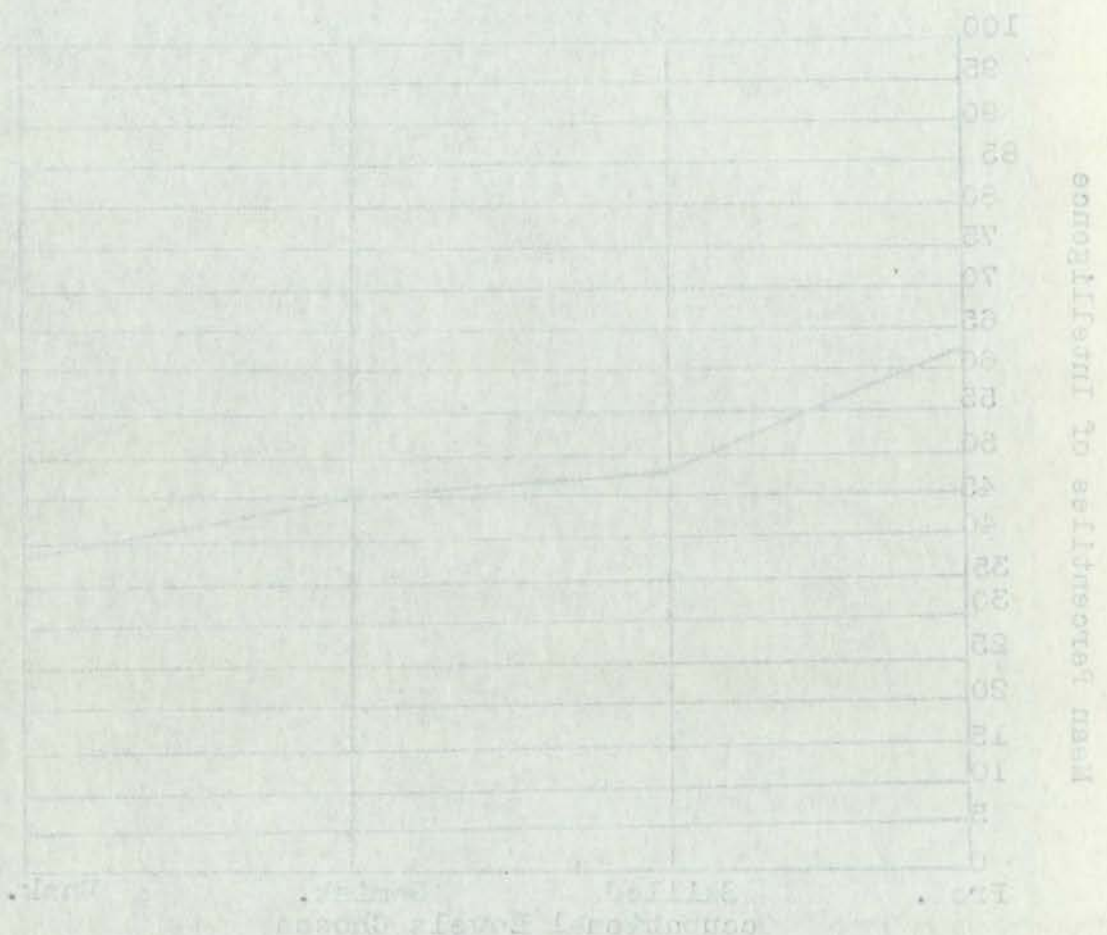


Fig. 2. Comparison of the Intelligence and Occupational Choices of Three Hundred Graduates of Clovis High School for the Years 1930-31 to 1934-35, Inclusive.

The following table shows the results of the tests conducted on the four types of material used in the construction of the aircraft engine. The results are given in terms of the percentage of material which was found to be satisfactory for use in the engine.



The results of the tests conducted on the four types of material used in the construction of the aircraft engine are given in the following table. The results are given in terms of the percentage of material which was found to be satisfactory for use in the engine.

TABLE II

RELATIONSHIP BETWEEN THE VOCATIONAL CHOICES OF CLOVIS
HIGH SCHOOL GRADUATES, FOR THE YEARS 1930-31 TO
1934-35, INCLUSIVE, AND THE MEAN LEVEL OF
THEIR INTELLIGENCE

Occupational Levels	Difference Between Means of Intelligence Percentiles	Critical Ratio (Diff. of Means) (<i>Diff.</i>)	Chances in 10,000 That the Difference is a True Difference
Professional and Skilled ¹	12.23	2.85	9,978
Professional and Semi-skilled	16.48	4.11	10,000
Professional and Unskilled	23.41	4.05	10,000
Skilled and Semiskilled	4.25	1.14	8,729
Skilled and unskilled	11.18	1.93	9,732
Semiskilled and Unskilled	6.93	1.24	8,925

¹In each instance the differences in the second column are in favor of the occupational level first stated.

Vocational Choices Distributed According to Intelligence

In the group who chose professional work, as shown in Table III, is the largest percentage of graduates, 22.2 per cent, in the 91-100 percentile step-interval of intelligence. The next largest percentage in this interval, 10.8 per cent, is the group who chose the skilled occupations; and the next, 3.1 per cent, in the group who chose the semiskilled occupa-

TABLE III

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES FOR
THE FIVE YEARS 1930-31 TO 1934-35, INCLUSIVE,
ACCORDING TO OCCUPATIONAL CHOICES IN
RELATIONSHIP TO INTELLIGENCE

Percentile Ranking on Intelligence	Choice of Occupational Levels								Total	
	Profess- ional		Skilled		Semi- skilled		Unskilled		No.	% ¹
	No.	%	No.	%	No.	%	No.	%		
91-100	18	22.2	10	10.8	3	3.1	0	0.0	31	10.3
81- 90	11	13.6	5	5.4	7	7.2	3	10.0	26	8.7
71- 80	7	8.6	10	10.7	8	8.3	3	10.0	28	9.3
61- 70	9	11.1	14	15.1	11	11.4	2	6.7	36	12.0
51- 60	10	12.3	7	7.5	11	11.4	2	6.7	30	10.0
41- 50	6	7.4	10	10.7	14	14.6	3	10.0	33	11.0
31- 40	3	3.8	7	7.5	7	7.3	3	10.0	20	6.7
21- 30	5	6.2	10	10.7	16	16.6	4	13.2	35	11.7
11- 20	6	7.4	11	11.8	9	9.7	5	16.7	31	10.3
1- 10	6	7.4	9	9.8	10	10.4	5	16.7	30	10.0
Total	81	100.0	93	100.0	96	100.0	30	100.0	300	100.0
Percentages ²	27.0		31.0		32.0		10.0		100.0	

¹Percentages in this column are computed on the basis of the entire group of graduates studied.

²Percentage that the total number choosing each occupational level is of entire three-hundred graduates studied.

tions. In this intelligence level there are none who chose the unskilled level of occupations.

The group who chose the semiskilled level of occupations

TABLE IV

DISTRIBUTION OF GRADES FOR THE FIVE YEARS 1950-51 TO 1954-55, INCLUSIVE, ACCORDING TO OCCUPATIONAL LEVELS IN RELATIONSHIP TO INTELLIGENCE

Percentage Remaining at Intelligence	Number of Occupational Levels						Total	
	Professional		Semi-Skilled		Unskilled		No.	%
	No.	%	No.	%	No.	%		
91-100	10	62.5	10	10.8	5	5.1	25	10.5
81-90	11	15.5	8	8.8	7	7.3	26	9.7
71-80	7	8.8	10	10.7	8	8.5	25	9.8
61-70	9	11.1	14	15.1	11	11.4	34	12.9
51-60	10	12.5	7	7.6	11	11.4	28	10.9
41-50	6	7.4	10	10.7	14	14.6	30	11.9
31-40	3	3.8	7	7.6	7	7.3	17	6.7
21-30	6	8.8	10	10.7	16	16.8	32	11.7
11-20	6	7.4	11	11.8	8	8.5	25	10.3
1-10	6	7.4	9	9.8	10	10.4	25	10.3
Total	61	100.0	65	100.0	68	100.0	194	100.0
Percentage ²	27.0		31.0		32.0		10.0	

¹Percentages in this column are computed on the basis of the entire group of graduates studied.

²Percentage that the total group choosing each occupational level is of entire three-tiered graduates studied.

Notes: In this intelligence level there are none who chose

the unskilled level of occupation.

The group who chose the semiskilled level of occupation

composes the greatest number of graduates, 10, or 10.4 per cent, in the 1-10 percentile range of intelligence; and the group that chose the unskilled level contains the smallest number of graduates, 5, but the largest percentage, 16.7 per cent. Approximately 33 per cent of the graduates who chose the unskilled occupational level, 21 per cent of those who chose the skilled level, 20 per cent of those who chose the semiskilled level, and 15 per cent of those who chose the professional level have an intelligence percentile ranging between 1 to 21. The proportions of low intelligence in each choice of occupational level decrease as the levels of occupational classifications increase.

Of those who chose professional work, 44.4 per cent have a percentile intelligence ranking of 71 or higher. As to the ranking of those who chose the other three occupational levels, 25.8 per cent choosing skilled occupations, 18.75 per cent choosing semiskilled occupations, and 20 per cent choosing unskilled occupations rank in intelligence above the point mentioned.

Of the 31 in the 91-100 step-interval, 18, or 58 per cent, chose professions; 10, or 32 per cent, chose skilled occupations; and 3, or 9.7 per cent, chose semiskilled occupations, and none chose the unskilled occupational level. In contrast, of the 30 in the 1-10 step-interval, 6, or 20 per cent, chose professions; 9, or 30 per cent, chose skilled occupations; 10, or 33.3 per cent, chose semiskilled oc-

composers the greatest number of composers, 17, of 18 and
cent, in the 1-10 percentage range of distribution, and 12
group that chose the 11-20 level for their composition
number of composers, 8, and the highest percentage, 17.1,
cent. Approximately 50 per cent of the composers chose
the unclassified occupational level. The next highest level
chose the skilled level, 30 per cent of those who
unclassified level, 24.1 per cent of those who
professional level chose an unclassified level and
between 1 to 10. The next highest level, the unclassified level,
chose of occupational level between 11 and 20, 24.1 per cent
national unclassified level, 24.1 per cent of those who
of those who chose professional level, 24.1 per cent
have a percentage slightly lower than 11 per cent, 24.1
to the ranking of those who chose the unclassified level,
all levels, 24.1 per cent chose a level between 11 and 20,
per cent choosing unclassified level, 24.1 per cent
choosing unclassified level, 24.1 per cent of those who
point recorded.

Of the 11-20 level, 24.1 per cent, 11, of 12
cent, chose professional level, 24.1 per cent, 11, of 12
occupational level, 24.1 per cent, 11, of 12, chose unclassified
level, and none chose the unclassified level, 24.1 per cent.
In contrast, of 11-20 in the 11-20 level, 24.1 per cent,
per cent, chose professional level, 24.1 per cent, 11, of 12
of occupational level, 24.1 per cent, 11, of 12, chose unclassified

cupations; and 5, or 16.6 per cent, chose unskilled occupations.

While the arithmetic mean of intelligence for the entire group who chose the unskilled level of occupations is lower than that for any other group choosing a particular occupational level, an analysis of the distribution of graduates on the basis of intelligence shows that a larger percentage of those choosing the unskilled level are above the 70th percentile of intelligence than those who chose the semiskilled level. On the other hand, a considerably larger portion of those who chose the unskilled level than those who chose the semiskilled level are in the two lowest step-intervals of intelligence.

Correlation Between Occupational Choices and Intelligence

The correlation between intelligence and choices of occupational levels is $.22 \pm .037$. This coefficient, although low, indicates that there is a positive relationship between the intelligence of high school graduates and the occupational levels that they choose.

expansion; and 3, on 1.5 per cent, of the total
flow.

While the statistical data on intelligence in the
five groups are shown for the level of activity in the
lower than that for any other group, it is not clear
operational level, an analysis of the data shows that
rates on the scale of intelligence were high in lower
category of those showing the greatest level of activity
with percentage of intelligence was high in the lower
category level. On the other hand, a comparison of lower
portion of those who show the highest level of activity
shows the percentage level was high in the lower
level of intelligence.

Correlation between Operational Level and Intelligence
The correlation between Intelligence and Operational
Operational level is .35 - .40. This correlation, which
low, indicates that there is a positive relationship between
the intelligence of high school graduates and the operational
level of their group.

CHAPTER III

VOCATIONAL CHOICES OF CLOVIS HIGH SCHOOL GRADUATES AS RELATED TO THEIR INTELLIGENCE AND OCCUPA- TIONAL LEVELS OF THEIR FATHERS

Introduction

In this chapter the occupational choices of Clovis High School graduates are investigated on the basis of the occupational levels of their parents. The first step is to show the relationship between the vocational choices of the graduates and the occupational levels of their parents, and the second is to show what the occupational choices are when both the occupations of the parents and the intelligence of the graduates are taken into consideration.

Vocational Choices on Basis of the Occupational Levels of Parents

The Graduates as a Whole.

The graduates of Clovis High School come from parents on each of the several occupational levels, as Table IV and Figure 3 show. However, 70 per cent are drawn from the two lowest occupational levels. Of the entire group of parents of the three hundred graduates considered in this study, 157, or 52.3 per cent, are of the semiskilled occupational level; 63, or 21.0 per cent, are of the skilled level; 53, or 17.7 per cent, are of the unskilled level; and 27, or 9 per cent,

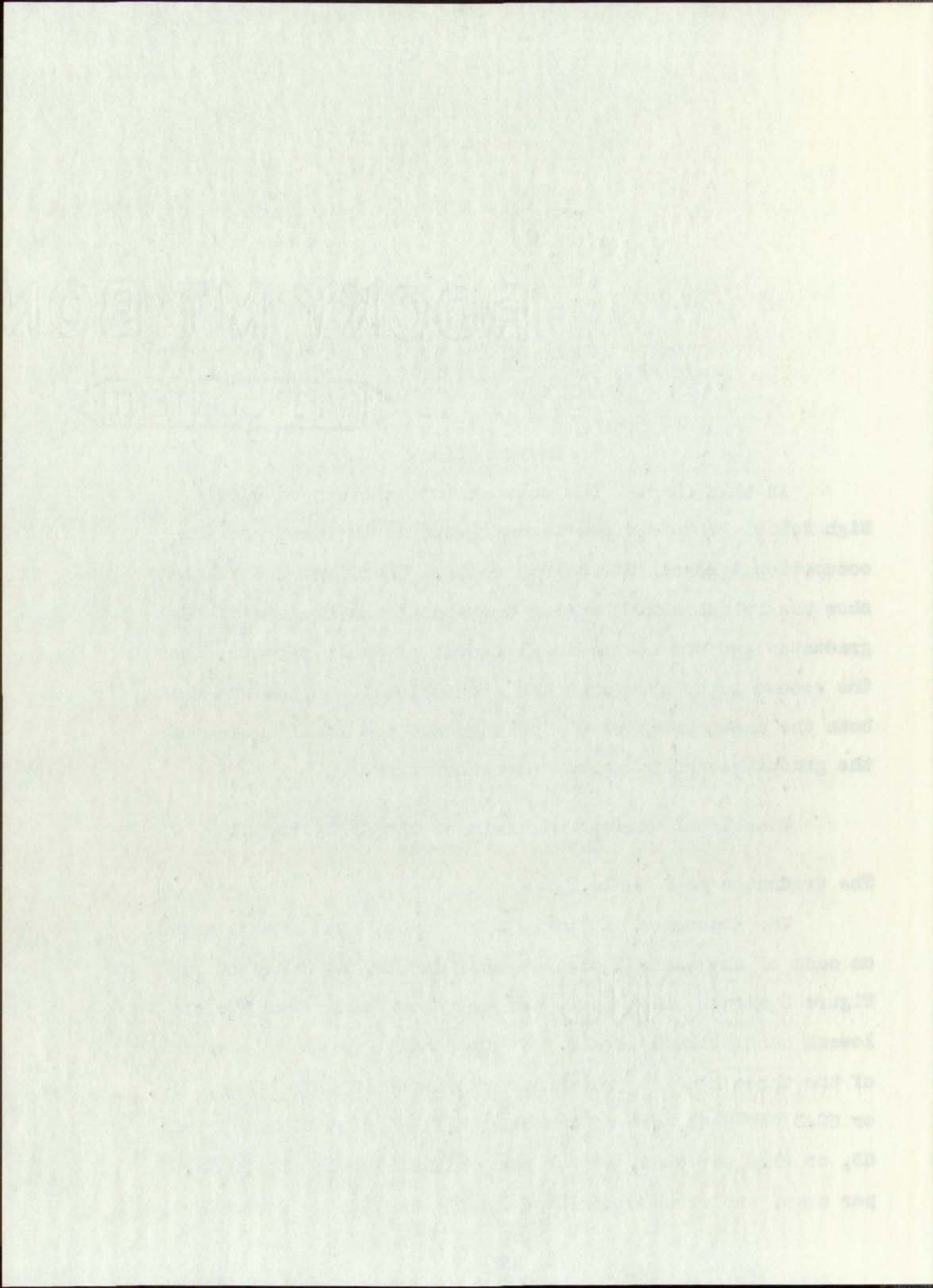


TABLE IV

COMPARISON OF THE CHOICES OF OCCUPATIONAL LEVELS MADE BY THE GRADUATES OF CLOVIS HIGH SCHOOL FOR THE FIVE YEARS 1930-31 TO 1934-35, INCLUSIVE, ON THE BASIS OF THE OCCUPATIONAL LEVELS OF THEIR PARENTS

Occupational Choices of Graduates	Number and Percentage of Graduates Classified According to Parental Levels												Totals	
	Professional			Skilled			Semiskilled			Unskilled				
	No.	% ¹	% ²	No.	%	%	No.	%	%	No.	%	%	No.	% ³
Professions	19	70		24	38		34	22		4	8		81	27.0
Skilled	8		23.5	21		29.6	48		42.0	16		4.9	93	100.0
		30	8.8		33			30			30			31.0
Semiskilled	0	0		18	29		60	38		18	34		96	100.0
			0.0			18.8						17.2		32.0
Unskilled	0	0		0	0		15	10		15	28		30	100.0
			0.0			0.0						50.0		10.0
Total	27	100		63	100		157	100		53	100		300	100.0
Percentage ⁴	9.0			21.0			52.3			17.7				

¹Of total number of graduates from parents of this level.

²Of the number choosing the particular occupational level.

³Of percentage that graduates who chose this occupational level are of the three hundred graduates studied.

⁴Percentage that graduates from this parental level are of the total number of graduates studied.

are of the professional occupational level. In contrast, whereas seventy per cent of the graduates come from parents in the two lower occupational levels, only 42 per cent chose occupations on these two levels. The numbers of graduates and percentages choosing the several occupational levels are: 81, or 27 per cent, chose the professions; 93, or 31 per cent, chose the skilled; 96, or 32 per cent, chose the semiskilled; and 30, or 10 per cent, chose the unskilled.

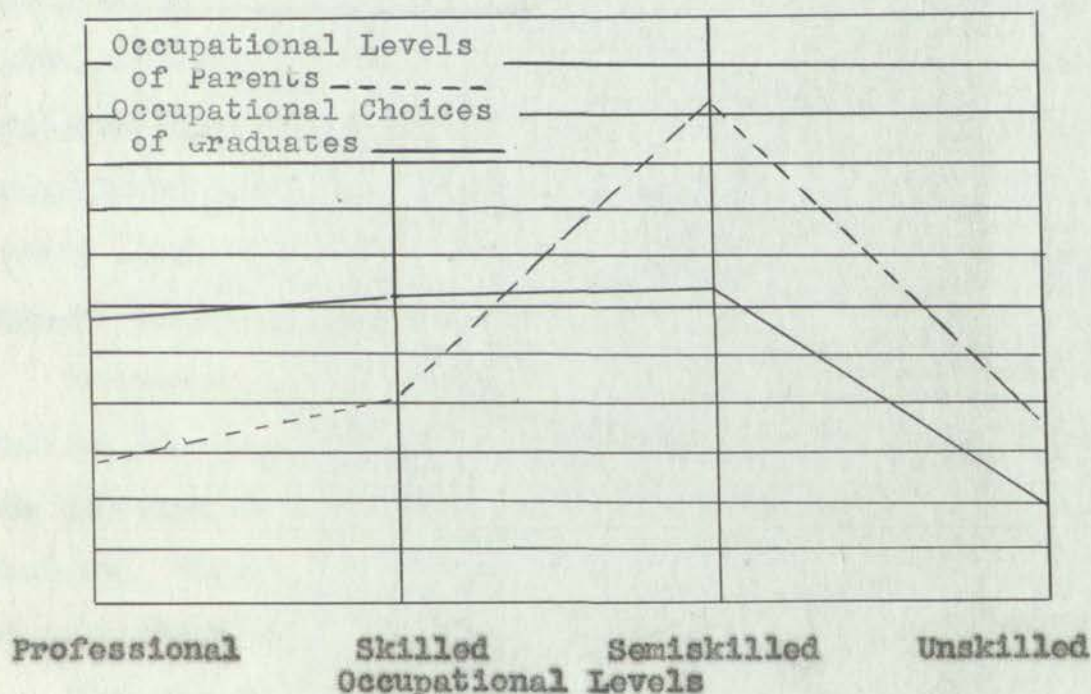


Fig. 3. Comparison of Occupational Choices of Three Hundred Clovis High School Graduates, 1930-31 to 1934-35, Inclusive, with Occupational Levels of Their Parents.

These data, presented graphically in Figure 3, show that on an average there is a tendency for the graduates to choose occupational levels higher than those of their parents.

one of the professional occupations, 19.1% in 1950, whereas seventy per cent of the population was in 1900. In the two inner occupational levels, only 10 per cent chose occupations in these two levels, and the other 90 per cent were in the outer occupational levels. The 10 per cent who chose the inner levels were 10 per cent of the total population, and 10 per cent of the population in the inner levels. The remaining 90 per cent of the population were in the outer levels, and 90 per cent of the population in the outer levels.

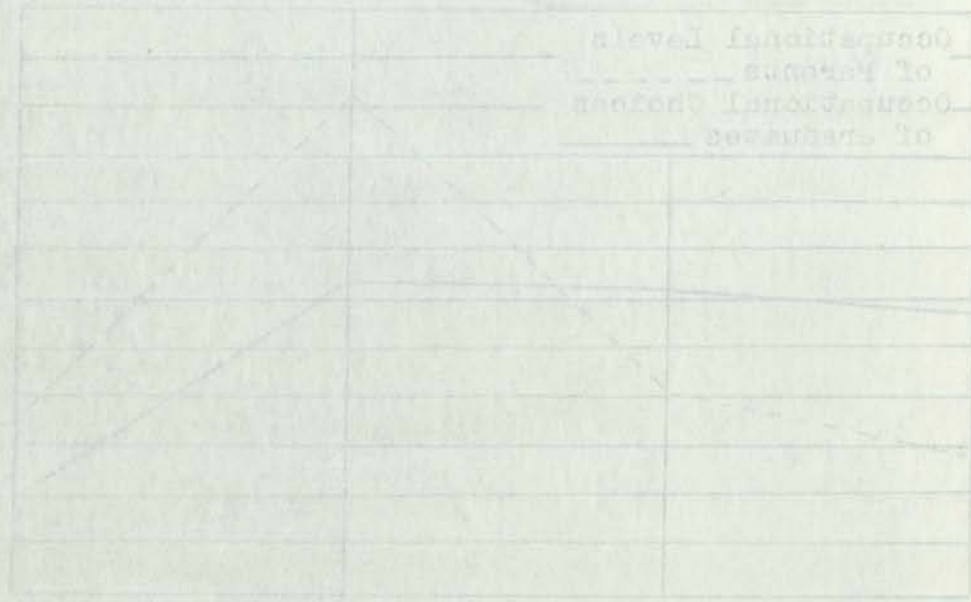


Fig. 2. Comparison of the percentage of the population in the occupational levels of persons and professions, 1900-1950.

These data, presented graphically in Figure 2, show that on an average there is a tendency for the population to choose occupational levels higher than those of their parents.

For instance, twenty-seven per cent of the graduates chose the professional level, whereas only nine per cent of the parents are of the professional level. About fifty-two per cent of the parents are engaged in semiskilled occupations, yet only thirty-two per cent of the graduates chose occupations on this level.

According to Specific Occupational Levels of Parents

As previously mentioned, there is a tendency for the graduates to choose occupational levels higher than that of their parents. However, as Table IV shows, the choices are scattered over the four occupational levels, and some from almost every group and level tend to select occupations on a lower level than that of their parents, as is set forth in greater detail in the paragraphs which follow.

Graduates from professional parents tend to choose professions as vocations, as is indicated by the fact that seventy per cent of this group of students selected the professions. Thirty per cent chose a lower occupational status, but none chose below the skilled level.

From the skilled parental level, forty-five per cent of the graduates chose vocations as high or higher than that of their parents. Twenty-nine per cent chose below that level, but none designated the unskilled level as a life work.

As to graduates from the semiskilled parents, only a small percentage chose occupations below the levels of their parents. It is to be expected that graduates in this group

For instance, twenty-seven per cent of the graduates of the
the professional level, whereas only thirteen per cent of the
percent of the graduates of the professional level. About twenty per
cent of the graduates are related in some way to the
yet only thirty-two per cent of the graduates of the
class on this level.

According to specific occupational levels of graduates
As previously mentioned, there is a tendency for the
graduates to choose occupational levels which are not at
their parents'. However, as Table I shows, the graduates are
scattered over the four occupational levels, and about
almost every group and level tend to show a tendency to
a lower level than that of their parents'. This fact is
greater detail in the following table.

Graduates from various occupations, as indicated by the last
level as vocation, as indicated by the last
only per cent of this group of graduates, selected in the
level. Thirty per cent chose a lower occupational level,
but none chose below the skilled level.

From the skilled parental level, thirty-two per cent of
the graduates chose vocation as high as their parents' level or
their parents'. Twenty-nine per cent chose below their parents',
but none designated the unskilled level as a life goal.
As to graduates from the unskilled parental level, only a
small percentage chose vocation as high as their parents' level.
It is to be expected that graduates in this group

and in the unskilled group would aspire to higher levels than those attained by their parents. Some of the graduates from these levels chose occupations on each of the four levels.

Vocational Choices According to Intelligence and Occupations of Parents

In General

Table V shows that graduates from parents engaged in professional work are highest in intelligence among the four parental occupational levels. Intelligence decreases with each decrease in parental occupational level, as Figure 4 clearly indicates. The mean percentiles of intelligence range from approximately 69 to 43.

The greatest degree of variability in intelligence occurs among those from parents engaged in unskilled occupations, the range in percentile means being from 37.9 to 72.9. The least variability is among those from semiskilled parents, the percentiles ranging from 42.63 to 53.38. The variability in the skilled parental level is from 52.50 to 66.25 and in the professional level from 58.35 to 73.69.

According to Specific Occupations

Those graduates who chose the professions are on an average higher in intelligence in each of the several parental groups than graduates who chose any of the other occupations in the comparable parental level, as Figure 5 shows.¹ Like-

¹owing to the relatively small number of cases involved, it was not deemed worth while to analyze differences between the means in order to determine their reliability. At the best the data are no more than suggestive or indicative of true differences.

and in the unskilled group would aspire to higher levels than those attained by their parents. Some of the differences from these levels arise occasionally on each of the four levels.

Vocational Choices According to Intelligence and Occupations of Parents

In General

Table V shows that graduates from parents engaged in professional work are highest in intelligence among the four parental occupational levels. Intelligence decreases with each decrease in parental occupational level, as Figure 4 clearly indicates. The mean percentages of intelligence range from approximately 68 to 43.

The greatest degree of variability in intelligence occurs among those from parents engaged in unskilled occupations, the range in percentile means being from 37.9 to 78.9. The least variability is among those from unskilled parents, the percentiles ranging from 42.35 to 53.35. The variability in the skilled parental level is from 32.35 to 54.35 and in the professional level from 58.35 to 73.35.

According to Specific Occupations

Those graduates who chose the professions are on an average higher in intelligence in each of the several parental groups than graduates who chose any of the other occupations in the comparable parental level, as Figure 5 shows. Turning to the relatively small number of cases involved, it was found worth while to analyze differences between the means in order to determine their reliability. At the best the data are no more than suggestive or indicative of true differences.

TABLE V

COMPARISON OF VOCATIONAL CHOICES AND INTELLIGENCE OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31 TO 1934-35, INCLUSIVE, ON THE BASIS OF THE OCCUPATIONAL LEVELS OF THEIR PARENTS

Occupational Choices of Graduates	Graduates Classified According to Occupational Level of Their Parents.			
	Professional	Skilled	Semiskilled	Unskilled
Professional				
Mean of Intelligence Percentiles (with P. E.)	73.69±3.59	66.25±2.35	53.38±3.82	72.34±4.25
S. D. of Distribution of Intelligence Percentiles	23.2	31.4	33.0	12.59
Skilled				
Mean of Intelligence Percentiles (with P. E.)	58.35±3.54	55.95±3.37	48.72±3.02	37.87±4.99
S. D. of Distribution of Intelligence Percentiles	18.2	24.5	30.62	29.61
Semiskilled				
Mean of Intelligence Percentiles (with P. E.)		52.5±2.53	42.63±4.44	47.99±2.65
S. D. of Distribution of Intelligence Percentiles		28.84	27.90	17.16
Unskilled				
Mean of Intelligence Percentiles (with P. E.)			44.53±4.80	37.9±4.80
S. D. of Distribution of Intelligence Percentiles			27.30	27.59
Total of Graduates from the Particular Parental Level	27	63	157	53
Arithmetic Mean	69.4±2.74	58.81±1.82	46.47±1.59	43.12±2.46
S. D. of Distribution of Intelligence Percentiles	21.12	27.65	29.52	26.6

wise, those who chose the skilled occupations in each parental group are higher in intelligence than those who chose occupations on a lower level, except the graduates from unskilled parents who chose semiskilled occupations are higher in intelligence than those who chose unskilled occupations, and those from unskilled parents who chose skilled occupations are appreciably lower in intelligence than those in

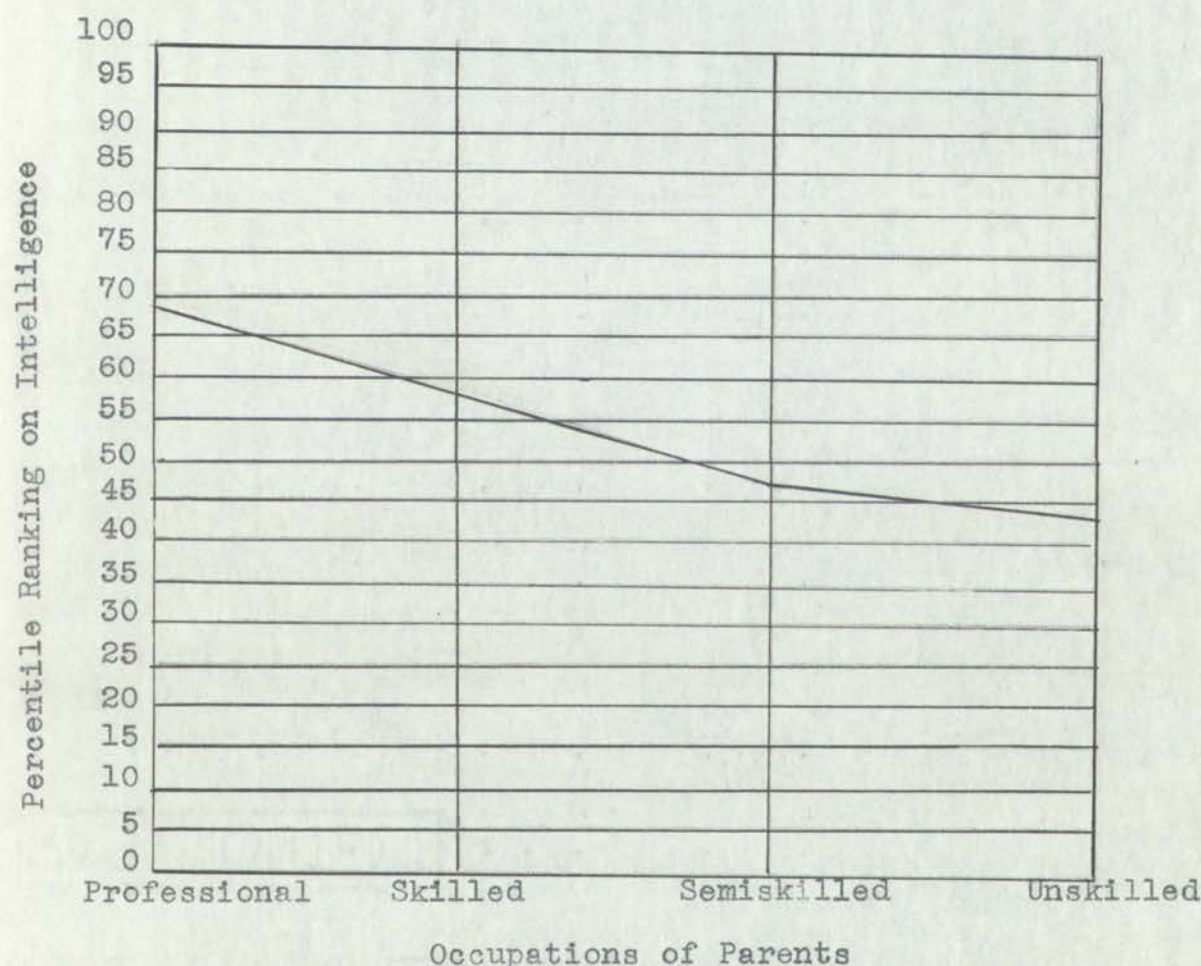


Fig. 4. Comparison of Intelligence of Clovis High School Graduates, 1930-31 to 1934-35, Inclusive, Classified on the Basis of the Occupational Levels of Their Parents.

also, those who were in the lowest group in the
 mental group and in the lowest group in the
 occupation on a high level, and the lowest group in
 skilled parents who were in the lowest group in the
 in intelligence test (the lowest group in the
 and those that obtained average and high scores
 them are expected to be in the highest group in the

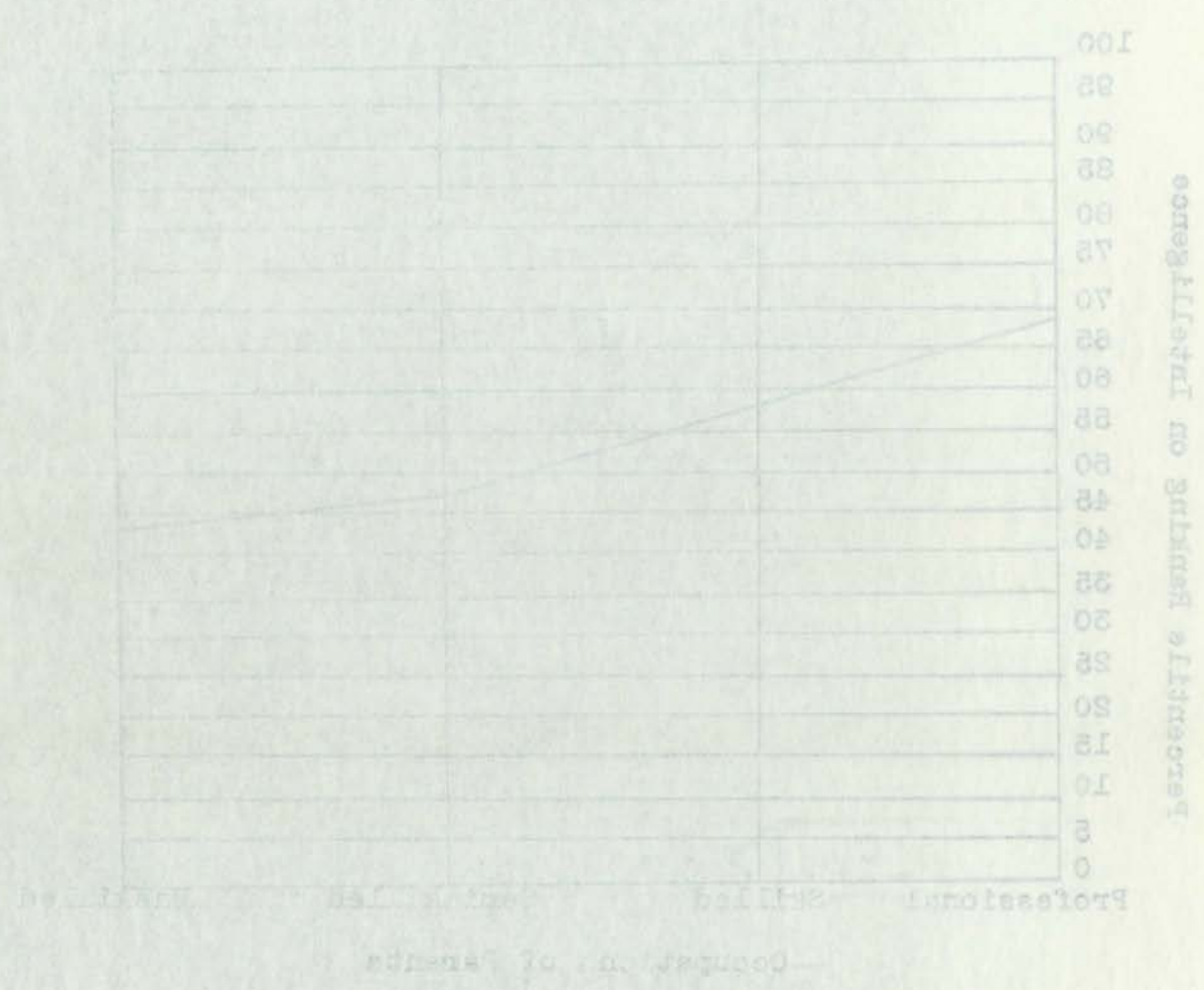


Fig. 4. Comparison of the intelligence of children and their parents. School children, 7th-12th grades, classified on the basis of their parents' intelligence.

the same parental level who chose semiskilled occupations and slightly lower than those who chose unskilled occupations.

The mean intelligence of the graduates in each parental level who chose the professions is always greater than the mean intelligence of all graduates on the comparable parent-

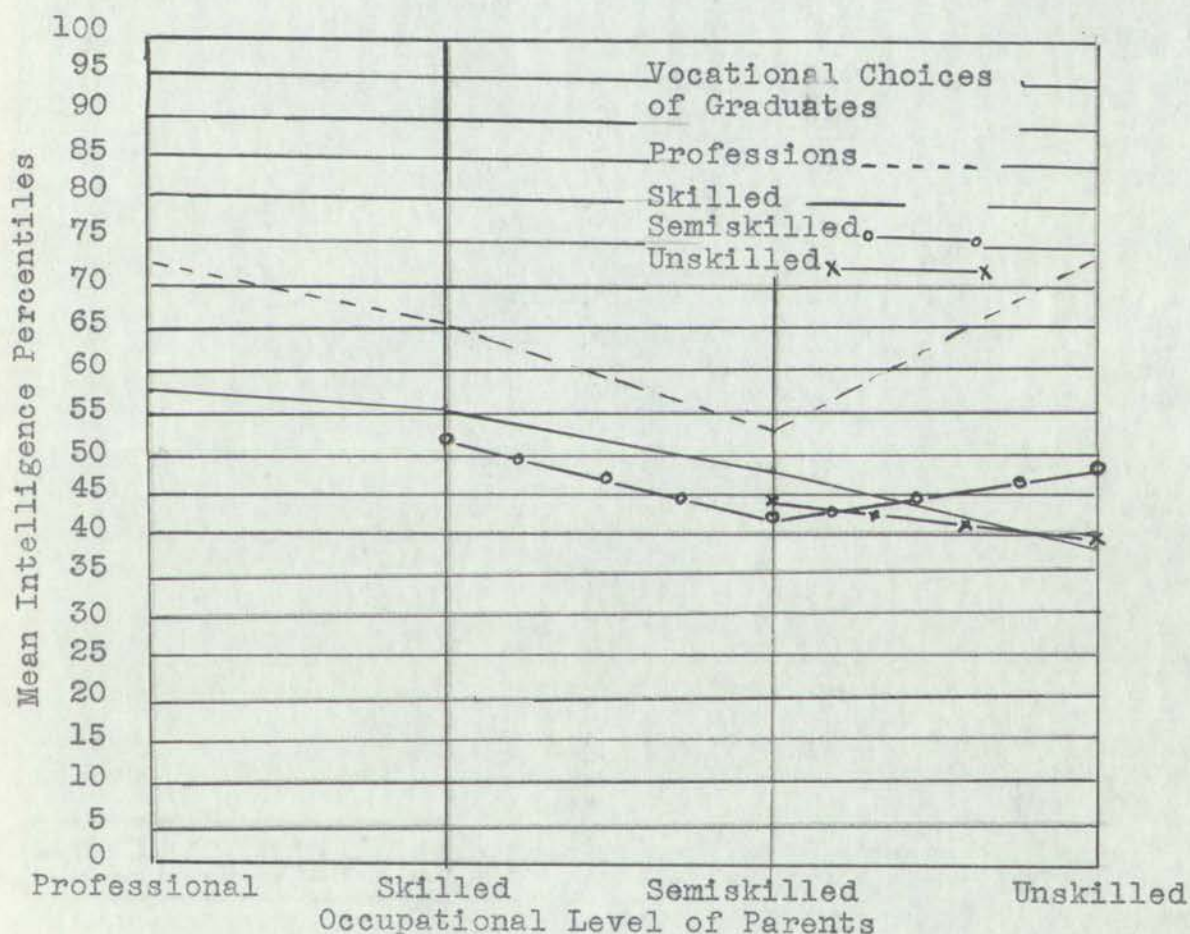
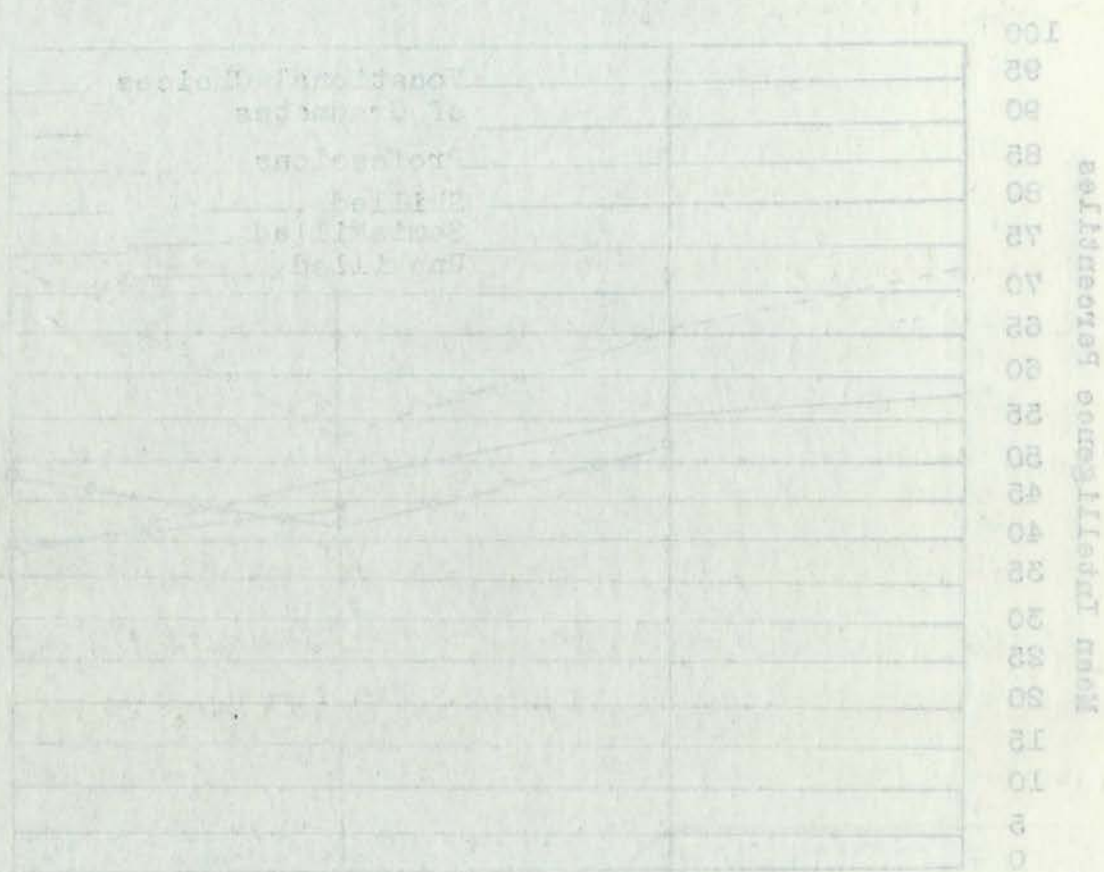


Fig. 5 Comparison of the Intelligence of Clovis High School Graduates, 1930-31 to 1934-35, Inclusive, Classified According to the Occupational Level of Their Parents, and Their Vocational Choices.

The mean general level of intelligence was slightly lower than that of the general population.

The mean intelligence level of the sample was slightly lower than that of the general population.



The mean intelligence level of the sample was slightly lower than that of the general population.

al level. Those choosing occupations on the other three levels are always lower than the mean intelligence on the comparable parental level, except graduates from the semi-skilled level who chose skilled occupations and graduates from unskilled parents who chose semiskilled occupations are higher in intelligence than the mean level for their respective parental levels.

It is surprising to find that while the mean of intelligence for the entire group from parents of the unskilled level is low, 43.12, the mean of those from parents on the same occupational level who chose the professions is 72.3. This is next to the highest of all the means for any parental group studied herein, the highest being 73.69 for those from professional parents who chose the professions.

Of those who chose the professions, the lowest percentile ranking, 53.38, is in the group from semiskilled parents. This is lower than the level of intelligence of the graduates from the professional parental level who chose skilled occupations and lower than those from skilled parents who chose skilled occupations.

Distribution of Intelligence

In Table VI are the data showing the level of intelligence, arranged in ten step-intervals, of the graduates according to the occupational levels of their parents. Examination of the table shows that the graduates from each of

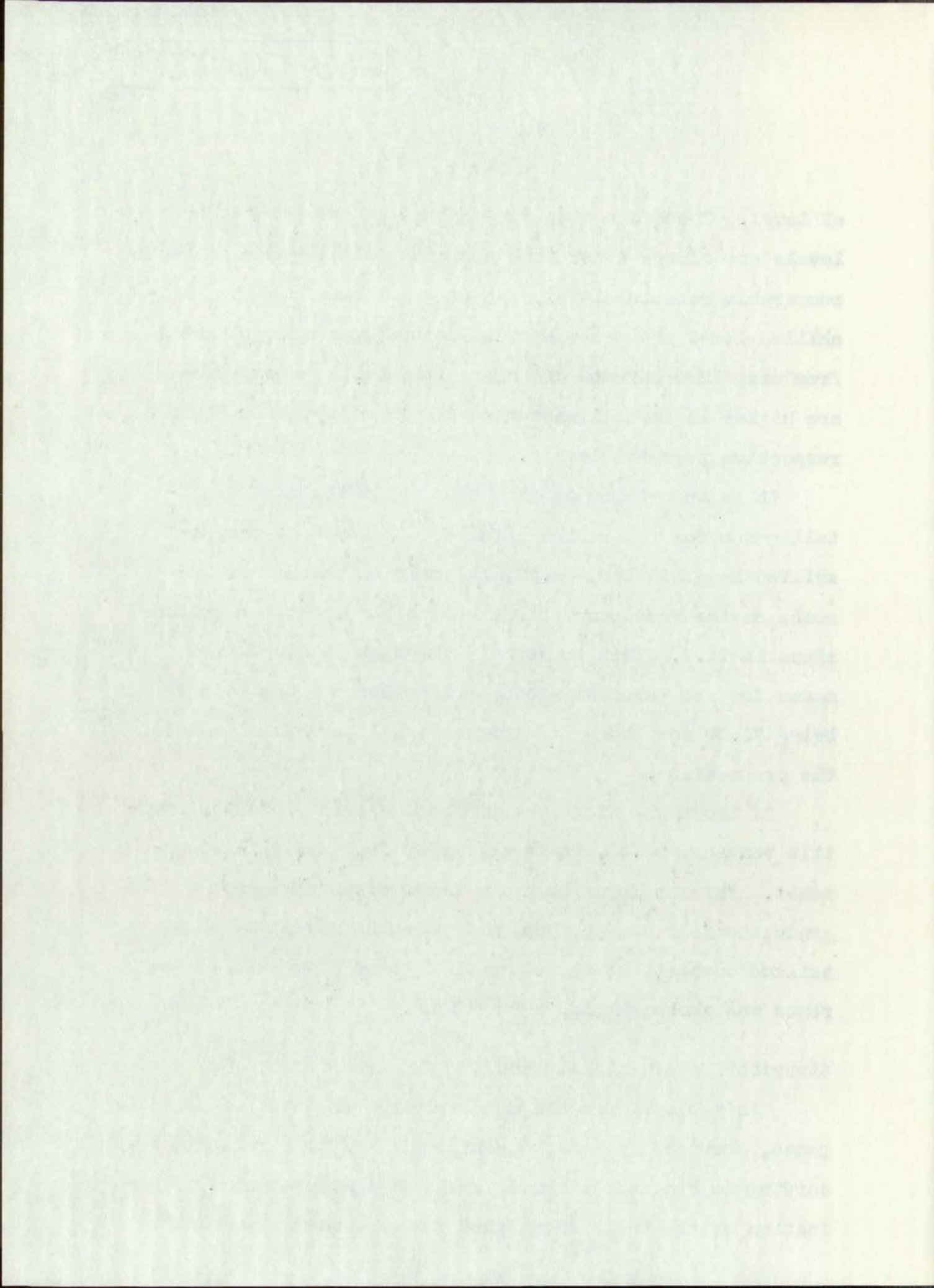


TABLE VI

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES 1930-31 TO
1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE
AND THE OCCUPATIONAL LEVELS OF THEIR PARENTS

Intelligence Percentiles of Graduates	Number and Percentage of Graduates from Each Parental Level								Total	
	Prof.		Skilled		Semiskill.		Unskill.			
	No.	% ¹	No.	%	No.	%	No.	%	No.	% ²
91-100	5	16.3	12	38.7	13	41.9	1	3.2	31	10.3
81- 90	4	15.4	3	11.5	15	57.9	4	15.4	26	8.7
71 -80	2	7.1	7	25.0	13	46.4	6	21.4	28	9.5
61- 70	6	16.6	11	30.6	14	38.9	5	14.0	36	11.3
51- 60	5	17.8	5	17.8	14	48.2	5	17.8	29	9.8
41- 50	3	9.09	8	24.24	14	42.4	8	24.2	33	11.3
31- 40	1	5.0	4	20.00	11	55.0	4	20.0	20	6.8
21- 30	0	0.0	6	17.14	24	69.0	5	14.3	35	11.7
11- 20	0	0.0	5	16.3	17	54.8	9	29.0	31	10.3
1- 10	1	3.2	2	6.4	22	71.0	6	19.3	31	10.3
Total	27		63		157		53		300	100.0

¹Percentage that graduates from this parental level is of total number of graduates in this step-interval. Although distribution of the cases throughout the intervals is not even, owing to the method employed in distributing the cases, the distribution is sufficiently accurate for present purposes, since the two upper and two lower intervals are mainly of concern.

²Percentage of the three hundred graduates who fall in the step-interval.

100

REMARKS: The above is a summary of the results of the tests conducted on the material described in the preceding pages. The results are given in the form of a table, and the remarks are given in the form of a list.

No.	Date	Description	Percentage of material				Percentage of material			
			1	2	3	4	1	2	3	4
1-10			10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
11-20			10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
21-30			10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
31-40			10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
41-50			10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
51-60			10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
61-70			10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
71-80			10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
81-90			10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
91-100			10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
Total			100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The above table shows the percentage of material in each of the ten groups. The results are given in the form of a table, and the remarks are given in the form of a list.

the parental occupational levels are scattered over the entire range of intelligence. For instance, graduates from professional parents fall in all the step-intervals except the second and third from the bottom. Graduates in each of the other parental levels are found in all the step-intervals.

Further examination of the table shows that of the entire group studied herein, 9 per cent of the parents are classified as professional, and only about one-fourth of the graduates from parents on this level are in the 91-100 percentile step-interval. Of the entire group of graduates studied, 21 per cent are from skilled parents; but of this group a few more than one-third are in the 91-100 percentile step-interval. Of the entire group studied, 52.35 per cent are from semiskilled parents, and of this group about 13 per cent are in the 91-100 percentile step-interval of intelligence. Of the entire group, 17.7 per cent of the graduates are from unskilled parents, and about 13 per cent are in the 91-100 percentile step-interval. As these data show, from parents classified as skilled come the largest proportion of those ranking in the highest ten per cent on the basis of intelligence.

There is a tendency for the percentages of graduates coming from parents on the two lower occupational levels to increase as the intelligence of the graduates decrease. Among graduates from parents on the skilled occupational level there is a tendency, although not a consistent one,

for the percentages within each step-interval of intelligence to decrease as the step-intervals decrease.

It is interesting to notice that of the thirty-three who rank highest in intelligence, falling in the 89-100 percentile range, 17, or 51.5 per cent, chose the professional level of work; 10, or 30.3 per cent, chose the skilled level; 6, or 18.2 per cent, chose the semiskilled type of work; and none chose the unskilled occupational level.

Nine, or 27.3 per cent, of the 33 who ranked highest in intelligence come from parents of the professional level; 12, or 36.4 per cent, from skilled parents; 7, or 21.2 per cent, from semiskilled parents; and 5, or 15.1 per cent, from unskilled parents.

The parents of the fifteen seniors of the highest ranking in intelligence were engaged in the following types of work: real estate dealer, carpenter, lawyer, police judge, United States senator, real estate dealer, railroad official, railroad engineer, grocery clerk, teacher, minister, laborer, doctor, and railway brakeman.

Correlation Between Occupational Choices and Intelligence

The correlations between intelligence of graduates and their vocational choices, classified on the basis of the occupational levels of their parents, is as follows: graduates from parents in the professional level, $.30 \pm .118$; graduates from parents in the skilled level, $.35 \pm .079$; graduates from parents in the semiskilled level, $.12 \pm .053$; and the grad-

for the purpose of the work, the following is suggested:

Grade to bottom of the work, 100 ft. below the surface.

It is suggested that the work be done in the following manner:

who work highest in the work, 100 ft. below the surface.

personnel, 100 ft. below the surface, 100 ft. below the surface.

about level of work, 100 ft. below the surface, 100 ft. below the surface.

ed level, 100 ft. below the surface, 100 ft. below the surface.

of work, and more about the work, 100 ft. below the surface.

Work, 100 ft. below the surface, 100 ft. below the surface.

in the work, 100 ft. below the surface, 100 ft. below the surface.

at 100 ft. below the surface, 100 ft. below the surface.

at 100 ft. below the surface, 100 ft. below the surface.

from the work, 100 ft. below the surface, 100 ft. below the surface.

The purpose of the work, 100 ft. below the surface, 100 ft. below the surface.

ing in the work, 100 ft. below the surface, 100 ft. below the surface.

work: 100 ft. below the surface, 100 ft. below the surface.

United States, 100 ft. below the surface, 100 ft. below the surface.

at 100 ft. below the surface, 100 ft. below the surface.

information, 100 ft. below the surface, 100 ft. below the surface.

Controlled work, 100 ft. below the surface, 100 ft. below the surface.

The purpose of the work, 100 ft. below the surface, 100 ft. below the surface.

their work, 100 ft. below the surface, 100 ft. below the surface.

operational, 100 ft. below the surface, 100 ft. below the surface.

the purpose of the work, 100 ft. below the surface, 100 ft. below the surface.

from the work, 100 ft. below the surface, 100 ft. below the surface.

parents in the work, 100 ft. below the surface, 100 ft. below the surface.

the purpose of the work, 100 ft. below the surface, 100 ft. below the surface.

uates from parents in the unskilled occupational level,
.24±.037.

None of these correlations are highly reliable, except the second mentioned. Moreover, they are not high enough to be of real practical value, particularly for the purpose of prediction. In this respect they are as a whole comparable to the correlation, .22±.037, found in Chapter II between intelligence and occupational choices of the graduates as a whole. In other words, the relationship between the intelligence and occupational choices of the graduates of Clovis High School as a whole is not greatly changed when the graduates are classified on the basis of the occupational levels of their parents.

reason from reasons in the published documents.

Ref. 007.

Name of these persons is not known.

Not the same persons as those mentioned in the report.

Enough to be of great practical value, especially for the

purpose of investigation. In fact, several other persons are

concerned in the investigation. (See also, Ref. 007.)

It is between intelligence and national and international

graduates as a whole. In other words, the relationship be-

tween the intelligence and national and international

status of these persons is not as a whole is not really different

when the graduates are classified in the field of the

national level of their parents.

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CHAPTER IV

CONCLUSIONS AND LIMITATIONS

The following conclusions may be drawn from the data presented in this study.

1. For the five year period, 1930-31 to 1934-35, inclusive, Clovis High School graduates chose as vocations all the several occupational levels. Of the three hundred studied, 52 per cent chose occupations classified as semi-skilled, 31 per cent chose skilled occupations, 27 per cent professional, and 10 per cent chose unskilled.

2. Considering the group as a whole, there is a relationship between intelligence and the occupational levels chosen by the graduates. The means of the intelligence percentiles for those who chose the several levels show that the most intelligent group chose the professional level, and that with each drop in occupational level a corresponding drop in intelligence occurs.

There is a positive relationship between the intelligence of the graduates and the occupational choices of the graduates. The relationship, expressed in terms of a product-moment correlation coefficient, is .224.037.

3. Graduates of all four levels of occupational choices fall within each ten per cent step-interval of intelligence,

The following comments are to be made by the student
presented in this study.

1. For the first year period, the student is to
elaborate, describe, and explain the various
all the several occupational areas of the field
studied. He must also show evidence of his ability to
analyze, and he must show evidence of his ability to
synthesize, and he must show evidence of his ability to
evaluate.

2. Considering the fact that the student is to
establish a relationship between the field and the
theory of the profession, the student is to
analyze the field in terms of the various levels of
the most fundamental level of the field, and
show that the field is a part of the whole, and
show the field in its own right.

There is a positive relationship between the field
and the theory of the profession, and the student is to
show that the field is a part of the whole, and
show the field in its own right.

3. The student is to show evidence of his ability to
analyze, and he must show evidence of his ability to
synthesize, and he must show evidence of his ability to
evaluate.

with one exception, namely, none who made the choice of the unskilled occupations fall in the highest step-interval of intelligence.

4. When the subjects of this study were divided into groups according to the occupational levels of their parents, it was found that those graduates who chose the professions rank highest in intelligence among those from each parental occupational level. Those who chose skilled occupations rank second highest in intelligence from all the parental groups except the unskilled; in this instance they rank slightly lower than those of the same parental classification who chose unskilled occupations. The graduates who chose semiskilled occupations are not consistently higher in intelligence than those who chose unskilled occupations, and neither are those who chose unskilled occupations consistently lower in intelligence than those who chose semiskilled occupations.

The lowest ranking in mean intelligence percentiles is among the graduates of unskilled parents who chose skilled occupations. The highest among graduates is from professional parents who chose the professions as a life work.

5. There is a tendency for graduates to aspire to an occupational status higher than that of their fathers, particularly those in the two lower parental occupational levels who are above the average in intelligence within their parental group.

6. There is a positive relationship between intelligence and occupational choices of graduates within each parental

with the exception of the one who was not
classified as a member of the group.
intelligent.

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group according to the classification of the group.

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or that group of the group.

classified according to the group.

occupational level and not a group.

those who were classified as a group.

who were classified as a group.

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occupational level and not a group.

slightly more than the group.

also who were classified as a group.

group.

C. There is a group of the group.

and occupational level and not a group.

occupational level. The correlations range from .12 to .35.

Limitations of Study

It is to be borne in mind that this study takes into consideration the graduates of one high school only, and that the number of graduates is somewhat limited. It is possible that the nature of the populations of different communities might vary results considerably. Moreover, the data represent the graduates over a five-year period only, a period which might not be considered as normal.

The conclusions should not be interpreted as applicable to all high school graduates, as the study pertains to graduates only at the time of graduation. Later years in the lives of the graduates may bring changes in their occupational levels. However, there is evidence to indicate that the changes would not distort the finding in this study to any appreciable extent.¹

¹Ayres arrived at the conclusion, after comparing the occupational choices of 325 students in Springfield, Illinois, with the occupations of fathers and other members of the families, that those choices made by the boys are fairly reliable indicators of the general nature of the occupations among which they will ultimately be found. Ayres, Leonard, P., The Public Schools of Springfield, Illinois, pp. 128-133.

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DIRECTORY TO LAMAR UNIVERSITY

Published by the Board of Trustees
 of Lamar University, 1954

Expenditure	Receipts	
	From	To

1	100
2	100
3	100
4	100
5	100
6	100
7	100
8	100
9	100
10	100
11	100
12	100
13	100
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APPENDIX

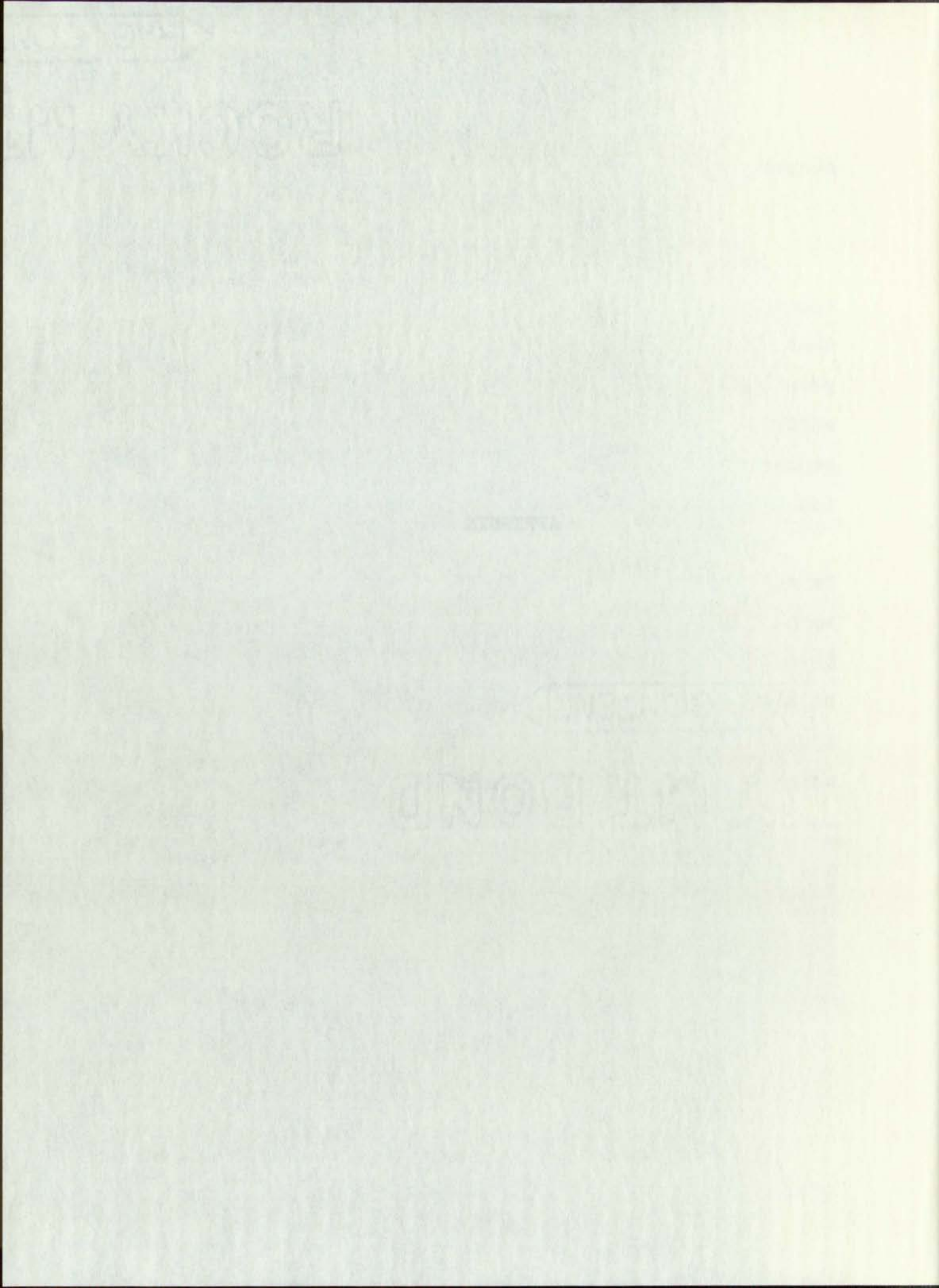


TABLE VII

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
1	72	99.8	Professional	Skilled
2	70	99.5	Skilled	Semiskilled
3	69	99.2	Professional	Professional
4	68	98.8	Professional	Skilled
5	67	98.5	Professional	Professional
6	66	97.7	Professional	Skilled
7	66	97.7	Professional	Skilled
8	66	97.7	Professional	Skilled
9	66	97.7	Skilled	Semiskilled
10	65	96.9	Professional	Semiskilled
11	64	96.2	Semiskilled	Semiskilled
12	64	96.2	Skilled	Unskilled
13	64	96.2	Professional	Professional
14	64	96.2	Professional	Professional
15	64	96.2	Professional	Skilled
16	63	94.4	Professional	Skilled
17	63	94.4	Semiskilled	Semiskilled
18	63	94.4	Semiskilled	Semiskilled
19	63	94.4	Skilled	Semiskilled

DISTRIBUTION OF VETERANS' BENEFITS
TO 1944-45, INCLUSIVE, BY OCCUPATIONAL
CATEGORIES, AND BY TYPE OF SERVICE

Grade	Total Amount		Type of Service	Benefit Category
	Amount	Percentage		
1	75	10.0	Active Service	Active Service
2	70	9.3	Active Service	Active Service
3	65	8.6	Active Service	Active Service
4	60	8.0	Active Service	Active Service
5	55	7.3	Active Service	Active Service
6	50	6.7	Active Service	Active Service
7	45	6.0	Active Service	Active Service
8	40	5.3	Active Service	Active Service
9	35	4.7	Active Service	Active Service
10	30	4.0	Active Service	Active Service
11	25	3.3	Active Service	Active Service
12	20	2.7	Active Service	Active Service
13	15	2.0	Active Service	Active Service
14	10	1.3	Active Service	Active Service
15	5	.7	Active Service	Active Service
16	5	.7	Active Service	Active Service
17	5	.7	Active Service	Active Service
18	5	.7	Active Service	Active Service
19	5	.7	Active Service	Active Service
20	5	.7	Active Service	Active Service

TABLE VII (Continued)

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ⁵	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
20	62	93.2	Professional	Professional
21	62	93.2	Skilled	Semiskilled
22	62	93.2	Skilled	Skilled
23	61	92.2	Skilled	Skilled
24	61	92.2	Professional	Semiskilled
25	61	92.2	Professional	Semiskilled
26	60	90.9	Professional	Skilled
27	60	90.9	Skilled	Skilled
28	60	90.9	Professional	Semiskilled
29	60	90.9	Professional	Semiskilled
30	60	90.9	Skilled	Skilled
31	60	90.9	Skilled	Semiskilled
32	59	89.1	Professional	Professional
33	59	89.1	Skilled	Unskilled
34	59	89.1	Semiskilled	Skilled
35	59	89.1	Semiskilled	Semiskilled
36	59	89.1	Professional	Semiskilled
37	59	89.1	Semiskilled	Semiskilled
38	58	86.7	Professional	Professional
39	58	86.7	Unskilled	Unskilled

TABLE VII (Continued)

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
40	58	86.7	Skilled	Skilled
41	58	86.7	Unskilled	Semiskilled
42	58	86.7	Professional	Semiskilled
43	58	86.7	Skilled	Semiskilled
44	58	86.7	Professional	Semiskilled
45	57	83.6	Professional	Professional
46	57	83.6	Professional	Professional
47	57	83.6	Professional	Unskilled
48	57	83.6	Semiskilled	Unskilled
49	57	83.6	Professional	Skilled
50	57	83.6	Unskilled	Semiskilled
51	57	83.6	Skilled	Semiskilled
52	57	83.6	Semiskilled	Semiskilled
53	57	83.6	Semiskilled	Semiskilled
54	57	83.6	Semiskilled	Semiskilled
55	57	83.6	Professional	Semiskilled
56	57	83.6	Professional	Semiskilled
57	57	83.6	Skilled	Semiskilled
58	56	80.1	Professional	Professional

TABLE 1. (Continued)

REPRESENTATION OF THE DATA IN THE TABLE IS IN PERCENT OF THE TOTAL NUMBER OF OBSERVATIONS. THE TOTAL NUMBER OF OBSERVATIONS IS 100.

Grade	Frequency		Percentage	Cumulative Percentage
	Observed	Expected		
1	10	10	10.0	10.0
2	10	10	10.0	20.0
3	10	10	10.0	30.0
4	10	10	10.0	40.0
5	10	10	10.0	50.0
6	10	10	10.0	60.0
7	10	10	10.0	70.0
8	10	10	10.0	80.0
9	10	10	10.0	90.0
10	10	10	10.0	100.0
11	10	10	10.0	110.0
12	10	10	10.0	120.0
13	10	10	10.0	130.0
14	10	10	10.0	140.0
15	10	10	10.0	150.0
16	10	10	10.0	160.0
17	10	10	10.0	170.0
18	10	10	10.0	180.0
19	10	10	10.0	190.0
20	10	10	10.0	200.0

TABLE VII (Continued)

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
59	56	80.1	Professional	Unskilled
60	56	80.1	Professional	Skilled
61	56	80.1	Semiskilled	Skilled
62	56	80.1	Skilled	Semiskilled
63	56	80.1	Skilled	Semiskilled
64	56	80.1	Unskilled	Semiskilled
65	55	77.5	Skilled	Skilled
66	55	77.5	Professional	Skilled
67	55	77.5	Skilled	Unskilled
68	55	77.5	Skilled	Unskilled
69	55	77.5	Semiskilled	Semiskilled
70	55	77.5	Unskilled	Semiskilled
71	55	77.5	Professional	Semiskilled
72	55	77.5	Skilled	Semiskilled
73	54	74.2	Professional	Professional
74	54	74.2	Skilled	Skilled
75	54	74.2	Skilled	Skilled
76	54	74.2	Semiskilled	Skilled
77	54	74.2	Unskilled	Unskilled
78	54	74.2	Professional	Unskilled

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General	Intelligence		General	Intelligence
	General	Intelligence		
60	60	60	60	60
61	61	61	61	61
62	62	62	62	62
63	63	63	63	63
64	64	64	64	64
65	65	65	65	65
66	66	66	66	66
67	67	67	67	67
68	68	68	68	68
69	69	69	69	69
70	70	70	70	70
71	71	71	71	71
72	72	72	72	72
73	73	73	73	73
74	74	74	74	74
75	75	75	75	75
76	76	76	76	76
77	77	77	77	77
78	78	78	78	78

TABLE VII (Continued)

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
79	54	74.2	Skilled	Semiskilled
80	54	74.2	Semiskilled	Semiskilled
81	54	74.2	Semiskilled	Semiskilled
82	54	74.2	Skilled	Semiskilled
83	54	74.2	Semiskilled	Semiskilled
84	54	74.2	Semiskilled	Semiskilled
85	54	74.2	Semiskilled	Unskilled
86	53	68.9	Professional	Semiskilled
87	53	68.9	Semiskilled	Semiskilled
88	53	68.9	Skilled	Semiskilled
89	53	68.9	Skilled	Semiskilled
90	53	68.9	Professional	Semiskilled
91	53	68.9	Skilled	Semiskilled
92	53	68.9	Semiskilled	Semiskilled
93	53	68.9	Semiskilled	Semiskilled
94	53	68.9	Semiskilled	Semiskilled
95	53	68.9	Skilled	Skilled
96	53	68.9	Professional	Skilled
97	53	68.9	Skilled	Skilled
98	53	68.9	Semiskilled	Skilled

TABLE VII (Continued)

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
99	53	68.9	Skilled	Skilled
100	53	68.9	Skilled	Skilled
101	53	68.9	Skilled	Skilled
102	53	68.9	Unskilled	Unskilled
103	53	68.9	Skilled	Unskilled
104	53	68.9	Professional	Professional
105	53	68.9	Professional	Professional
106	53	68.9	Professional	Professional
107	52	65.6	Professional	Semiskilled
108	52	65.6	Skilled	Semiskilled
109	52	65.6	Semiskilled	Semiskilled
110	52	65.6	Skilled	Semiskilled
111	52	65.6	Skilled	Semiskilled
112	52	65.6	Semiskilled	Skilled
113	52	65.6	Skilled	Unskilled
114	52	65.6	Unskilled	Unskilled
115	52	65.6	Semiskilled	Professional
116	51	61.3	Professional	Semiskilled
117	51	61.3	Semiskilled	Semiskilled
118	51	61.3	Semiskilled	Skilled

TABLE 1

REMARKS: The data in this table are based on the results of the analysis of the samples collected during the field work. The data are presented in the form of a table, with the first column showing the sample number, the second column showing the date of collection, the third column showing the location, and the fourth column showing the results of the analysis.

Sample No.	Date	Location	Results
101	10/1/50	101	101
102	10/2/50	102	102
103	10/3/50	103	103
104	10/4/50	104	104
105	10/5/50	105	105
106	10/6/50	106	106
107	10/7/50	107	107
108	10/8/50	108	108
109	10/9/50	109	109
110	10/10/50	110	110
111	10/11/50	111	111
112	10/12/50	112	112
113	10/13/50	113	113
114	10/14/50	114	114
115	10/15/50	115	115
116	10/16/50	116	116
117	10/17/50	117	117
118	10/18/50	118	118

TABLE VII (Continued)

DISTRIBUTION OF GLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
119	51	61.3	Skilled	Skilled
120	51	61.3	Skilled	Skilled
121	51	61.3	Semiskilled	Unskilled
122	50	57.5	Semiskilled	Professional
123	50	57.5	Professional	Professional
124	50	57.5	Professional	Semiskilled
125	50	57.5	Professional	Semiskilled
126	50	57.5	Skilled	Semiskilled
127	50	57.5	Skilled	Semiskilled
128	50	57.5	Professional	Semiskilled
129	50	57.5	Semiskilled	Unskilled
130	50	57.5	Semiskilled	Unskilled
131	50	57.5	Professional	Skilled
132	50	57.5	Professional	Skilled
133	50	57.5	Professional	Skilled
134	50	57.5	Unskilled	Semiskilled
135	50	57.5	Semiskilled	Semiskilled
136	50	57.5	Skilled	Semiskilled
137	50	57.5	Skilled	Semiskilled
138	50	57.5	Semiskilled	Semiskilled

TABLE 713 - Continued

DEPARTMENT OF COMMERCE, BUREAU OF MARITIME SERVICE
COAST GUARD, MARITIME SAFETY DIVISION
MARITIME SAFETY DIVISION, MARITIME SAFETY DIVISION

Grade	Intelligence		Level of Security	Level of Security
	Security	Intelligence		
110	SI	SI	SI	SI
120	SI	SI	SI	SI
130	SI	SI	SI	SI
140	SI	SI	SI	SI
150	SI	SI	SI	SI
160	SI	SI	SI	SI
170	SI	SI	SI	SI
180	SI	SI	SI	SI
190	SI	SI	SI	SI
200	SI	SI	SI	SI
210	SI	SI	SI	SI
220	SI	SI	SI	SI
230	SI	SI	SI	SI
240	SI	SI	SI	SI
250	SI	SI	SI	SI
260	SI	SI	SI	SI
270	SI	SI	SI	SI
280	SI	SI	SI	SI
290	SI	SI	SI	SI
300	SI	SI	SI	SI
310	SI	SI	SI	SI
320	SI	SI	SI	SI
330	SI	SI	SI	SI
340	SI	SI	SI	SI
350	SI	SI	SI	SI
360	SI	SI	SI	SI
370	SI	SI	SI	SI
380	SI	SI	SI	SI
390	SI	SI	SI	SI
400	SI	SI	SI	SI

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TABLE VII (Continued)

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
139	49	53.6	Skilled	Professional
140	49	53.6	Semiskilled	Skilled
141	49	53.6	Semiskilled	Semiskilled
142	49	53.6	Unskilled	Semiskilled
143	49	53.6	Skilled	Semiskilled
144	49	53.6	Professional	Semiskilled
145	49	53.6	Skilled	Semiskilled
146	49	53.6	Semiskilled	Semiskilled
147	48	51.3	Semiskilled	Unskilled
148	48	51.3	Semiskilled	Unskilled
149	48	51.3	Professional	Unskilled
150	48	51.3	Professional	Skilled
151	47	48.2	Semiskilled	Semiskilled
152	47	48.2	Unskilled	Semiskilled
153	47	48.2	Professional	Semiskilled
154	47	48.2	Semiskilled	Semiskilled
155	47	48.2	Semiskilled	Semiskilled
156	47	48.2	Semiskilled	Semiskilled
157	47	48.2	Skilled	Semiskilled
158	47	48.2	Professional	Semiskilled

TABLE VII (Continued)

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ⁵	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
159	47	48.2	Professional	Skilled
160	47	48.2	Professional	Unskilled
161	47	48.2	Professional	Skilled
162	47	48.2	Semiskilled	Skilled
163	47	48.2	Semiskilled	Unskilled
164	47	48.2	Skilled	Unskilled
165	47	48.2	Skilled	Professional
166	47	48.2	Skilled	Professional
167	46	44.2	Semiskilled	Semiskilled
168	46	44.2	Professional	Semiskilled
169	46	44.2	Semiskilled	Unskilled
170	46	44.2	Semiskilled	Skilled
171	46	44.2	Semiskilled	Skilled
172	46	44.2	Skilled	Skilled
173	46	44.2	Skilled	Skilled
174	46	44.2	Unskilled	Unskilled
175	46	44.2	Skilled	Unskilled
176	46	44.2	Unskilled	Unskilled
177	46	44.2	Skilled	Unskilled
178	45	40.6	Semiskilled	Semiskilled

TABLE 1. - 1934-35

DISTRIBUTION OF GRAIN AND FEEDSTUFFS IN THE UNITED STATES TO 1934-35, INCLUSIVE, BY STATE AND DISTRICT, AND BY TYPE OF PRODUCT

Grain and Feedstuff	Total Production (1934-35)	Total Consumption (1934-35)	Exports (1934-35)	Imports (1934-35)	Stocks at end of year (1934-35)
Wheat	1,234,567	1,100,000	134,567	0	134,567
Barley	456,789	400,000	56,789	0	56,789
Oats	345,678	300,000	45,678	0	45,678
Rye	123,456	100,000	23,456	0	23,456
Buckwheat	56,789	50,000	6,789	0	6,789
Millet	34,567	30,000	4,567	0	4,567
Sorghum	23,456	20,000	3,456	0	3,456
Maize	1,567,890	1,400,000	167,890	0	167,890
Coarse grains	2,345,678	2,100,000	245,678	0	245,678
Legumes	567,890	500,000	67,890	0	67,890
Oilseeds	1,234,567	1,100,000	134,567	0	134,567
Hay	3,456,789	3,000,000	456,789	0	456,789
Straw	1,234,567	1,000,000	234,567	0	234,567
Feedstuffs	4,567,890	4,000,000	567,890	0	567,890
Total	10,000,000	9,000,000	1,000,000	0	1,000,000

TABLE VII (Continued)

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
179	45	40.6	Semiskilled	Semiskilled
180	45	40.6	Semiskilled	Semiskilled
181	45	40.6	Skilled	Semiskilled
182	45	40.6	Skilled	Skilled
183	45	40.6	Semiskilled	Unskilled
184	45	40.6	Unskilled	Unskilled
185	44	36.7	Skilled	Skilled
186	44	36.7	Unskilled	Unskilled
187	44	36.7	Unskilled	Unskilled
188	44	36.7	Semiskilled	Unskilled
189	44	36.7	Semiskilled	Unskilled
190	44	36.7	Semiskilled	Semiskilled
191	44	36.7	Professional	Skilled
192	44	36.7	Skilled	Skilled
193	44	36.7	Professional	Semiskilled
194	44	36.7	Skilled	Semiskilled
195	44	36.7	Professional	Semiskilled
196	44	36.7	Semiskilled	Semiskilled
197	44	36.7	Unskilled	Semiskilled
198	44	36.7	Skilled	Semiskilled

TABLE VII

DETERMINATION OF LEVELS OF VARIOUS SUBSTANCES IN THE
TO 1934-35, IN THE YEAR 1934-35, IN THE YEAR 1934-35,
AND IN THE YEAR 1934-35, IN THE YEAR 1934-35, IN THE YEAR 1934-35,

Sample No.	Date of Collection	Concentration of Substance		Level of Substance	Level of Substance
		mg/l.	mg/l.		
192	1934-35	45	45	45	45
193	1934-35	45	45	45	45
194	1934-35	45	45	45	45
195	1934-35	45	45	45	45
196	1934-35	45	45	45	45
197	1934-35	45	45	45	45
198	1934-35	45	45	45	45
199	1934-35	45	45	45	45
200	1934-35	45	45	45	45
201	1934-35	45	45	45	45
202	1934-35	45	45	45	45
203	1934-35	45	45	45	45
204	1934-35	45	45	45	45
205	1934-35	45	45	45	45
206	1934-35	45	45	45	45
207	1934-35	45	45	45	45
208	1934-35	45	45	45	45
209	1934-35	45	45	45	45
210	1934-35	45	45	45	45
211	1934-35	45	45	45	45
212	1934-35	45	45	45	45
213	1934-35	45	45	45	45
214	1934-35	45	45	45	45
215	1934-35	45	45	45	45
216	1934-35	45	45	45	45
217	1934-35	45	45	45	45
218	1934-35	45	45	45	45

TABLE VII (Continued)

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
199	44	36.7	Skilled	Semiskilled
200	44	36.7	Skilled	Semiskilled
201	43	33.3	Skilled	Professional
202	43	33.3	Semiskilled	Semiskilled
203	43	33.3	Unskilled	Semiskilled
204	43	33.3	Semiskilled	Skilled
205	43	33.3	Skilled	Skilled
206	43	33.3	Skilled	Semiskilled
207	43	33.3	Skilled	Semiskilled
208	43	33.3	Unskilled	Semiskilled
209	43	33.3	Semiskilled	Semiskilled
210	42	30.1	Semiskilled	Skilled
211	42	30.1	Professional	Skilled
212	42	30.1	Skilled	Skilled
213	42	30.1	Skilled	Semiskilled
214	42	30.1	Professional	Semiskilled
215	42	30.1	Semiskilled	Semiskilled
216	42	30.1	Semiskilled	Semiskilled
217	42	30.1	Semiskilled	Semiskilled
218	42	30.1	Semiskilled	Semiskilled

TABLE VII (Continued)

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
219	42	30.1	Semiskilled	Semiskilled
220	41	26.8	Unskilled	Semiskilled
221	41	26.8	Skilled	Semiskilled
222	41	26.8	Skilled	Semiskilled
223	41	26.8	Semiskilled	Semiskilled
224	41	26.8	Semiskilled	Semiskilled
225	41	26.8	Skilled	Semiskilled
226	41	26.8	Skilled	Semiskilled
227	41	26.8	Professional	Unskilled
228	41	26.8	Semiskilled	Unskilled
229	41	26.8	Semiskilled	Unskilled
230	40	23.8	Unskilled	Semiskilled
231	40	23.8	Unskilled	Semiskilled
232	40	23.8	Semiskilled	Semiskilled
233	40	23.8	Professional	Skilled
234	40	23.8	Professional	Skilled
235	40	23.8	Semiskilled	Unskilled
236	40	23.8	Semiskilled	Unskilled
237	39	21.7	Semiskilled	Semiskilled
238	39	21.7	Skilled	Semiskilled

INVESTIGATION OF THE EFFECTS OF THE 1964-65 DROUGHT ON THE GROWTH OF THE

Growth rate	Initial period		Final period	Growth rate
	1964-65	1965-66		
210	1.1	1.1	1.1	1.1
220	1.2	1.2	1.2	1.2
230	1.3	1.3	1.3	1.3
240	1.4	1.4	1.4	1.4
250	1.5	1.5	1.5	1.5
260	1.6	1.6	1.6	1.6
270	1.7	1.7	1.7	1.7
280	1.8	1.8	1.8	1.8
290	1.9	1.9	1.9	1.9
300	2.0	2.0	2.0	2.0
310	2.1	2.1	2.1	2.1
320	2.2	2.2	2.2	2.2
330	2.3	2.3	2.3	2.3
340	2.4	2.4	2.4	2.4
350	2.5	2.5	2.5	2.5
360	2.6	2.6	2.6	2.6
370	2.7	2.7	2.7	2.7
380	2.8	2.8	2.8	2.8
390	2.9	2.9	2.9	2.9
400	3.0	3.0	3.0	3.0

TABLE VII (Continued)

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
239	39	21.7	Skilled	Skilled
240	38	19.4	Professional	Skilled
241	38	19.4	Professional	Skilled
242	38	19.4	Semiskilled	Skilled
243	38	19.4	Skilled	Skilled
244	38	19.4	Skilled	Skilled
245	38	19.4	Skilled	Skilled
246	38	19.4	Semiskilled	Semiskilled
247	38	19.4	Skilled	Semiskilled
248	38	19.4	Semiskilled	Semiskilled
249	38	19.4	Semiskilled	Semiskilled
250	38	19.4	Skilled	Semiskilled
251	37	14.7	Skilled	Semiskilled
252	37	14.7	Skilled	Unskilled
253	37	14.7	Professional	Skilled
254	37	14.7	Unskilled	Semiskilled
255	37	14.7	Professional	Semiskilled
256	37	14.7	Unskilled	Semiskilled
257	37	14.7	Semiskilled	Semiskilled
258	37	14.7	Professional	Semiskilled

1954

DEPARTMENT OF AGRICULTURE
 SOIL CONSERVATION SERVICE
 FIELD REPORT NO. 1-1954

Station	Soil Analysis		Soil Type	Remarks
	Moisture	Temperature		
201	12.5	15.5	Clay	
202	13.0	16.0	Clay	
203	13.5	16.5	Clay	
204	14.0	17.0	Clay	
205	14.5	17.5	Clay	
206	15.0	18.0	Clay	
207	15.5	18.5	Clay	
208	16.0	19.0	Clay	
209	16.5	19.5	Clay	
210	17.0	20.0	Clay	
211	17.5	20.5	Clay	
212	18.0	21.0	Clay	
213	18.5	21.5	Clay	
214	19.0	22.0	Clay	
215	19.5	22.5	Clay	
216	20.0	23.0	Clay	
217	20.5	23.5	Clay	
218	21.0	24.0	Clay	
219	21.5	24.5	Clay	
220	22.0	25.0	Clay	

TABLE VII (Continued)

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
259	36	13.7	Skilled	Unskilled
260	36	13.7	Unskilled	Unskilled
261	36	13.7	Unskilled	Unskilled
262	36	13.7	Skilled	Semiskilled
263	36	13.7	Skilled	Semiskilled
264	36	13.7	Semiskilled	Semiskilled
265	35	12.1	Unskilled	Unskilled
266	35	12.1	Skilled	Unskilled
267	35	12.1	Semiskilled	Skilled
268	35	12.1	Professional	Skilled
269	35	12.1	Semiskilled	Semiskilled
270	35	12.1	Semiskilled	Semiskilled
271	35	12.1	Professional	Semiskilled
272	35	12.1	Skilled	Semiskilled
273	34	10.1	Professional	Professional
274	34	10.1	Skilled	Semiskilled
275	34	10.1	Skilled	Unskilled
276	34	10.1	Semiskilled	Semiskilled
277	34	10.1	Semiskilled	Semiskilled
278	33	8.8	Skilled	Semiskilled

DISTRICT OF COLUMBIA
 DEPARTMENT OF THE DISTRICT OF COLUMBIA
 OFFICE OF THE DISTRICT OF COLUMBIA

Coordinate	Easting	Northing	Easting	Northing
280	20	10.0	20	10.0
281	20	10.0	20	10.0
282	20	10.0	20	10.0
283	20	10.0	20	10.0
284	20	10.0	20	10.0
285	20	10.0	20	10.0
286	20	10.0	20	10.0
287	20	10.0	20	10.0
288	20	10.0	20	10.0
289	20	10.0	20	10.0
290	20	10.0	20	10.0
291	20	10.0	20	10.0
292	20	10.0	20	10.0
293	20	10.0	20	10.0
294	20	10.0	20	10.0
295	20	10.0	20	10.0
296	20	10.0	20	10.0
297	20	10.0	20	10.0
298	20	10.0	20	10.0
299	20	10.0	20	10.0

TABLE VII (Continued)

DISTRIBUTION OF GLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
279	33	8.8	Semiskilled	Semiskilled
280	33	8.8	Semiskilled	Semiskilled
281	32	7.3	Skilled	Semiskilled
282	32	7.3	Skilled	Semiskilled
283	32	7.3	Semiskilled	Semiskilled
284	32	7.3	Skilled	Skilled
285	32	7.3	Unskilled	Unskilled
286	32	7.3	Unskilled	Unskilled
287	31	5.6	Skilled	Semiskilled
288	31	5.6	Skilled	Semiskilled
289	31	5.6	Skilled	Semiskilled
290	31	5.6	Unskilled	Unskilled
291	30	4.8	Semiskilled	Semiskilled
292	30	4.8	Unskilled	Unskilled
293	29	4.5	Semiskilled	Semiskilled
294	28	3.8	Semiskilled	Semiskilled
295	28	3.8	Proffesional	Semiskilled
296	27	3.1	Semiskilled	Semiskilled
297	25	2.3	Semiskilled	Semiskilled

REPORT ON THE
 PROGRESS OF THE
 WORK DURING THE
 YEAR 1900

STATION	DATE	TIME	OBSERVATIONS	
			WIND	TEMP.
101	10/1	10.0	W 10	60
102	10/2	10.0	W 10	60
103	10/3	10.0	W 10	60
104	10/4	10.0	W 10	60
105	10/5	10.0	W 10	60
106	10/6	10.0	W 10	60
107	10/7	10.0	W 10	60
108	10/8	10.0	W 10	60
109	10/9	10.0	W 10	60
110	10/10	10.0	W 10	60
111	10/11	10.0	W 10	60
112	10/12	10.0	W 10	60
113	10/13	10.0	W 10	60
114	10/14	10.0	W 10	60
115	10/15	10.0	W 10	60
116	10/16	10.0	W 10	60
117	10/17	10.0	W 10	60
118	10/18	10.0	W 10	60
119	10/19	10.0	W 10	60
120	10/20	10.0	W 10	60

TABLE VII (Concluded)

DISTRIBUTION OF CLOVIS HIGH SCHOOL GRADUATES, 1930-31
TO 1934-35, INCLUSIVE, ON THE BASIS OF INTELLIGENCE,
OCCUPATIONAL CHOICES, AND OCCUPATIONS OF PARENTS

Graduate	Intelligence		Level of Occupational Choice ³	Level of Parental Occupation
	Score ¹	Percentile Ranking ²		
298	25	2.3	Professional	Semiskilled
299	25	2.3	Professional	Semiskilled
300	23	1.2	Skilled	Semiskilled

¹Raw score made on Otis self Administering Test of Mental Ability, Form A, Advanced.

²Computed on basis of three hundred graduates studied.

³Based on Garver and Hansen's four-fold classification, namely, (1) professional, (2) skilled, (3) semiskilled, and (4) unskilled.

DIVISION OF REVENUE
 TO THE COMMISSIONER
 OF THE REVENUE DEPARTMENT
 CHICAGO, ILL.

No.	Description	Amount	
		1911	1912
300
301
302

This report is for the year ending June 30, 1912.
 The figures are based on the returns of the
 various districts and are subject to change
 when the final report is received.
 (2) continued

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BIBLIOGRAPHY

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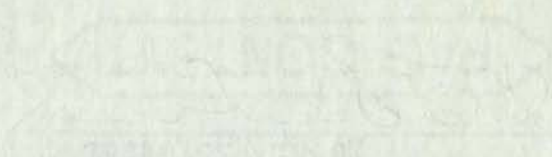
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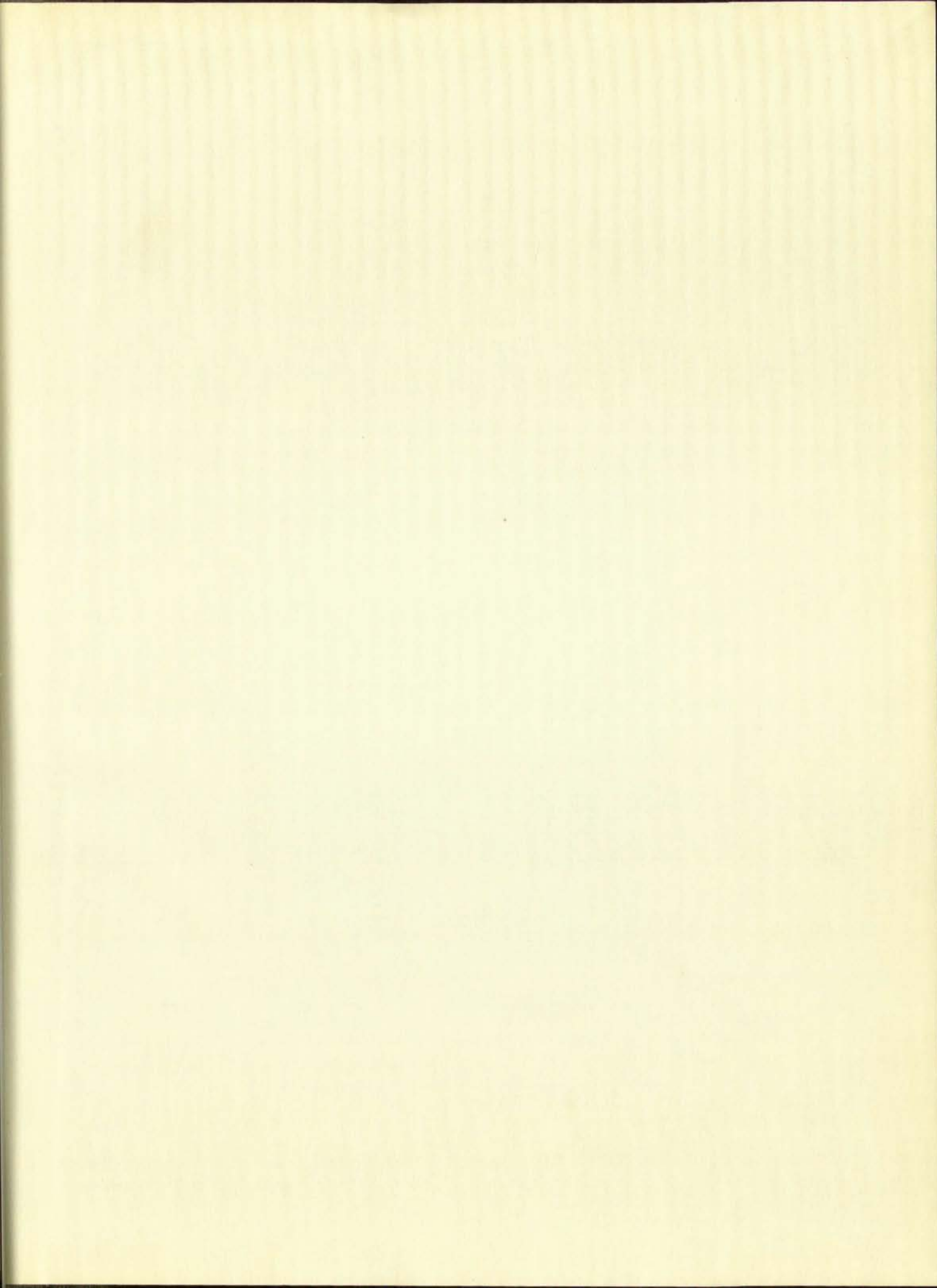
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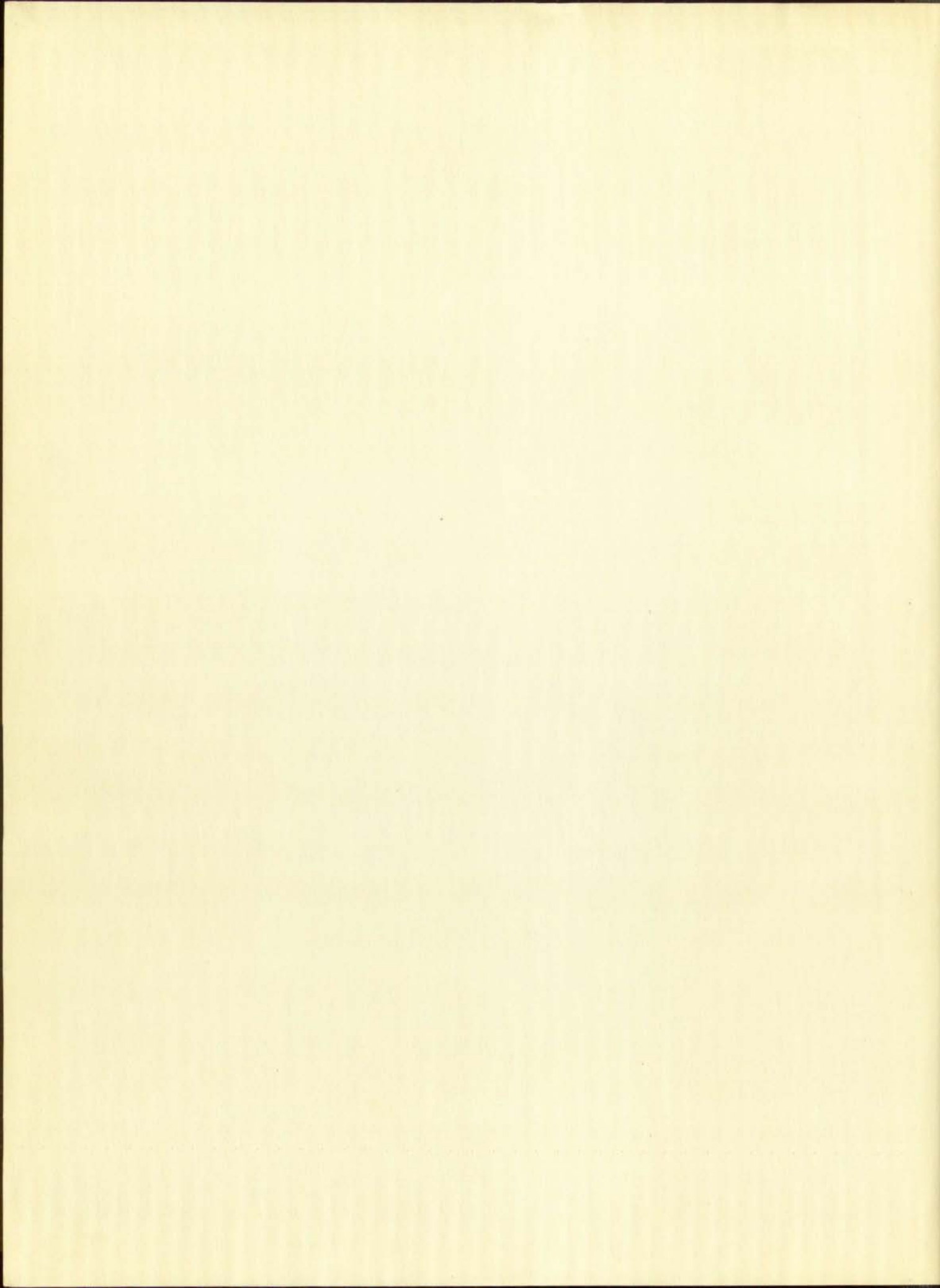
J. E. Seyfried
Major Professor
Philip H. Dubois

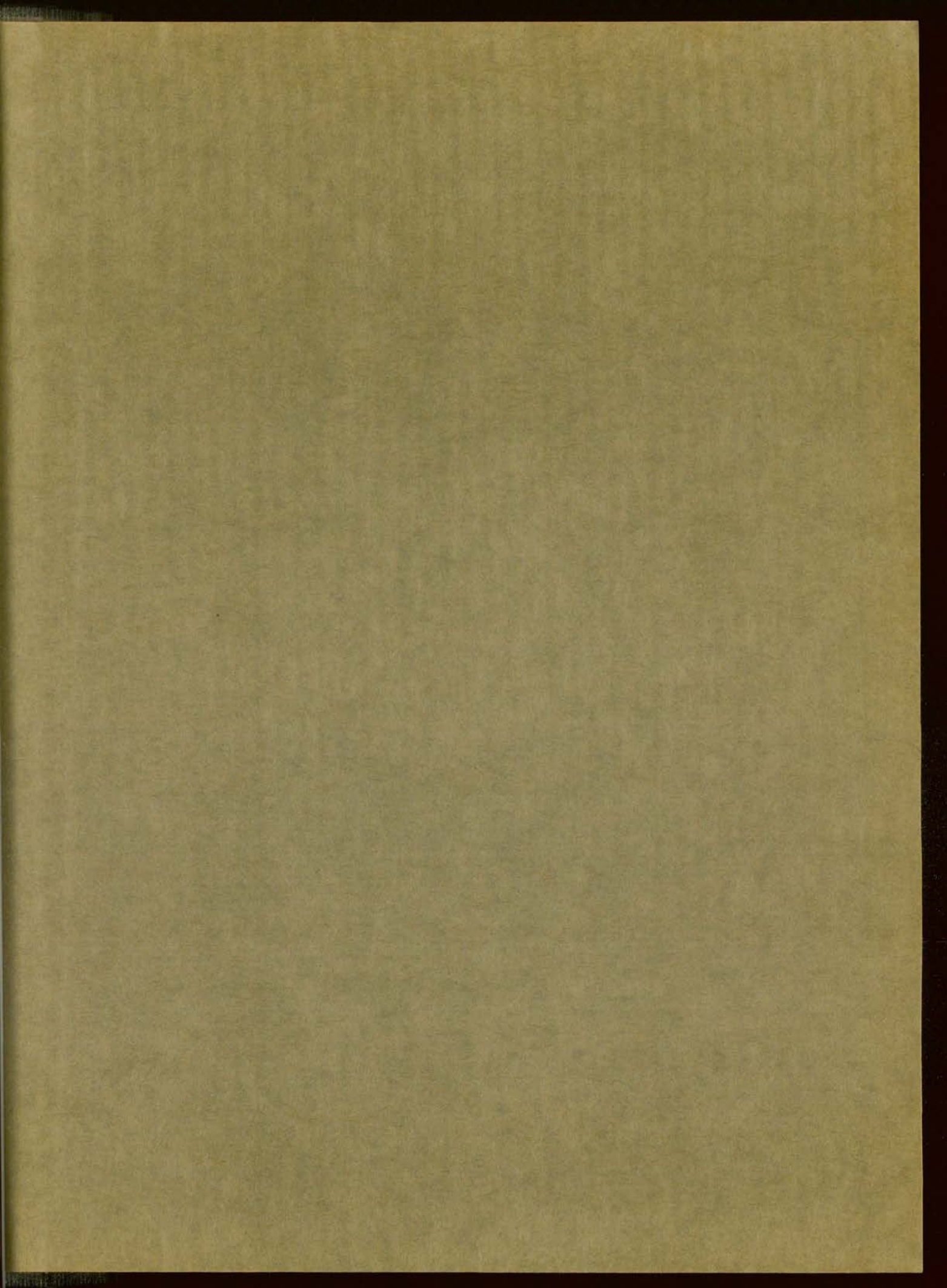
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Vocational choices

B. Mann



