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RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT

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RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT OF
COLLEGE GRADUATES IN THEIR MAJOR
FIELDS AND OF GRADUATES OUT
OF THEIR MAJOR FIELDS

By
John Cloyd Miller

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

University of New Mexico
1935

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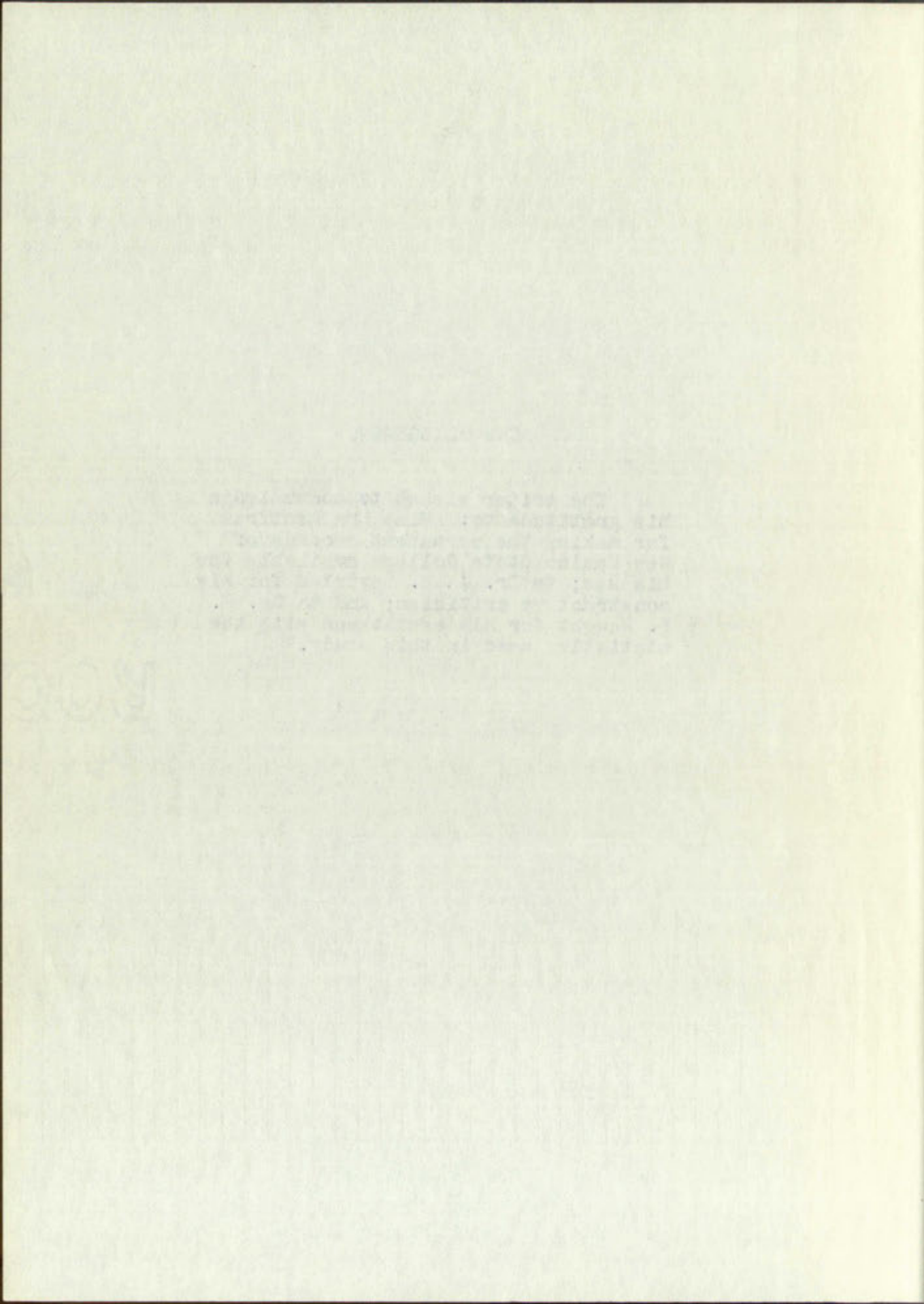
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CONTENTS

Chapter	Page
I. INTRODUCTION	1
II. RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND CONTINUATION IN THEIR MAJOR FIELDS OF ALL GRADUATES OF THE NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS	11
III. RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND CONTINUATION IN THEIR MAJOR FIELDS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BEFORE 1924 ..	17
IV. RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND CONTINUATION IN THEIR MAJOR FIELDS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRI- CULTURE AND MECHANIC ARTS BETWEEN 1924 AND 1933.....	24
V. RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND CONTINUATION IN THEIR MAJOR FIELDS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRI- CULTURE AND MECHANIC ARTS BEFORE 1914	28
VI. RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND CONTINUATION IN THEIR MAJOR FIELDS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRI- CULTURE AND MECHANIC ARTS BASED ON PRO- FESSIONS	32
VII. SUMMARY	39
APPENDIX	41
BIBLIOGRAPHY	60

- I. INTRODUCTION 1
- II. BACKGROUND 2
- III. ANALYSIS 3
- IV. CONCLUSIONS 4
- V. REFERENCES 5
- VI. APPENDICES 6
- VII. GLOSSARY 7
- VIII. INDEX 8

LIST OF TABLES

Table	Page
I. DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN THE YEARS 1899-1900 AND 1932-1933, INCLUSIVE.....	12
II. AVERAGE MARKS MADE BY GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS FROM 1899-1900 TO 1932-1933, INCLUSIVE, IN RELATION TO CONTINUATION IN THEIR MAJOR FIELDS.....	13
III. AVERAGE MARKS OF MEN AND WOMEN GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS IN RELATION TO WHETHER EMPLOYED IN THEIR MAJOR FIELDS.....	15
IV. DISTRIBUTION OF MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE, IN RELATION TO CONTINUATION IN THEIR MAJOR FIELDS IN 1933.....	18
V. DISTRIBUTION OF MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE, IN RELATION TO CONTINUATION IN THEIR MAJOR FIELDS IN 1924.....	21
VI. DISTRIBUTION OF MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1923-1924 AND 1932-1933, INCLUSIVE, IN RELATION TO CONTINUATION IN THEIR MAJOR FIELDS IN 1933.....	25
VII. AVERAGE MARKS MADE BY GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1923-1924 AND 1932-1933, INCLUSIVE, IN RELATION TO CONTINUATION IN THEIR MAJOR FIELDS.....	26

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LIST OF TABLES (Cont'd)

Table	Page
VIII. DISTRIBUTION OF MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1912-1913, INCLUSIVE, IN RELATION TO CONTINUATION IN THEIR MAJOR FIELDS IN 1933.....	29
IX. AVERAGE MARKS MADE BY GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS FROM 1899-1900 TO 1912-1913, INCLUSIVE, IN RELATION TO CONTINUATION IN THEIR MAJOR FIELDS.....	30
X. AVERAGE MARKS MADE BY GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS FROM 1899-1900 TO 1932-1933, INCLUSIVE, IN CERTAIN PROFESSIONS IN RELATION TO CONTINUATION IN THEIR MAJOR FIELDS.....	33
XI. DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1932-1933, INCLUSIVE, IN THEIR MAJOR FIELDS IN 1933.....	41
XII. DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1932-1933, INCLUSIVE, IN RELATED FIELDS IN 1933.....	44
XIII. DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1932-1933, INCLUSIVE, NOT IN THEIR MAJOR FIELDS IN 1933.....	45
XIV. DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE, IN THEIR MAJOR FIELDS IN 1933.....	46

Table

VIII.

IX.

X.

XI.

XII.

XIII.

XIV.

XV.

LIST OF TABLES (Cont'd)

Table	Page
XV. DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE, IN RELATED FIELDS IN 1933.....	48
XVI. DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE, NOT IN THEIR MAJOR FIELDS IN 1933.....	48
XVII. DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE, IN THEIR MAJOR FIELDS IN 1923.....	49
XVIII. DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE, IN RELATED FIELDS IN 1923.....	51
XX. DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS WHO LEFT THEIR MAJOR FIELDS BETWEEN 1923 AND 1933, INCLUSIVE.....	52
XXI. DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1923-1924 AND 1932-1933, INCLUSIVE, IN THEIR MAJOR FIELDS IN 1933.....	53
XXII. DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1923-1924 AND 1932-1933, INCLUSIVE, IN RELATED FIELDS IN 1933.....	55

Table

Table of Contents

Page

1

2

3

4

5

6

7

LIST OF TABLES (Cont'd)

Table		Page
XXIII.	DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1923-1924 AND 1932-1933, INCLUSIVE, NOT IN THEIR MAJOR FIELDS IN 1933.....	56
XXIV.	DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1912-1913, INCLUSIVE, IN THEIR MAJOR FIELDS IN 1933.....	57
XXV.	DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1912-1913, INCLUSIVE, IN THEIR MAJOR FIELDS IN 1933.....	58
XXVI.	DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1912-1913, INCLUSIVE, NOT IN THEIR MAJOR FIELDS IN 1933.....	58

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RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT OF
COLLEGE GRADUATES IN THEIR MAJOR
FIELDS AND OF GRADUATES OUT
OF THEIR MAJOR FIELDS

CHAPTER I

INTRODUCTION

Importance of the Study

In discussing with students the importance of academic achievement, the guidance director has sometimes contended that the college graduate who has earned high marks during his college course is more likely to hold his job and remain in the field in which he majored while in college than is the graduate who earned low marks. Accurate knowledge of the relationship between the academic achievement of graduates who are working in the fields in which they majored while in college and of those of graduates who are not working in the fields in which they majored should be of value to the guidance director in studying and advising students.

Statement of the Problem

The purpose of this investigation is to determine

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the relationship between the academic achievement of college graduates and continuation in their major fields.

Delimitations and Definitions

In order to determine the relationship between academic achievement of college graduates and continuation in major fields, graduates have been divided into three groups: (1) those who are employed in fields for which they majored in college, (2) those who are employed in fields related to their major fields, and (3) those employed in fields unrelated to their major fields.

The term "academic achievement" as used in this study is based upon the college marks assigned to students at the close of each semester or term to indicate the quality of work done.

The term "graduate" as used herein includes only those persons who received the bachelor's degree and excludes those who received master's or doctor's degrees.

The term "major field" refers to the field in which the graduate did most of his college work, such as history, chemical engineering, or home economics.

The term "in his field" means that the graduate is working in an occupation or profession for which his college work, not necessarily his major courses,

specifically prepared him.

"In a related field", as used herein, means that the graduate is working in an occupation or profession for which his college work, other than his major courses, specifically prepared him. For example, an individual who was graduated with a degree in electrical engineering might be employed as a mechanical engineer. This would be a related field because the work taken during the first two years of an engineering course is practically the same regardless of what branch the student elects to major in, and because an electrical engineering student is required to take certain mechanical engineering courses, and vice versa.

"Out of his field" as used in this study means that the graduate is not working in an occupation or profession for which his college work specifically prepared him. For example, an individual may have been graduated with a major in business administration but may now be farming. His college course may have been of value to him as a farmer, but not in a specific way, as would have been a course in agriculture.

Work Done on Related Problems

Much work has been done on problems closely related to this one. Many investigations of the relation between success in college and success in life

have been made. No report of a study of the exact nature of the present study could be found in current literature.

The relationship between scholarship in college and income twelve years after graduation was measured by Gifford¹. He found that there is little difference in income for graduates of high achievement and of low achievement in college.

Dexter² studied the living graduates of twenty-two colleges, using membership in Phi Beta Kappa as a measure of success in college and mention in Who's Who in America as a measure of success in life. He found that for twenty-two colleges the percentage of Phi Beta Kappa graduates mentioned in Who's Who was 5.9 and that the percentage of all graduates was 2.1. He also compared the vocational success of the various sections of a class and found that the highest tenth of the class excelled all the other groups with 3.4 per cent in Who's Who. The second

¹Gifford, Walter S. "Does Business Want Scholars?" Harper's Monthly Magazine, Vol. 156, pp. 669-674, May, 1928.

²Dexter, Edwin G. "High Grade Men: In College and Out." Popular Science Monthly, Vol. 62, pp. 429-435, March, 1903.

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highest tenth had 2.9 per cent in Who's Who, whereas only 1.9 per cent of the lower half of the class were listed in that publication.

Studies by Devier¹ at Rutgers, Nicholson² at Wesleyan University, and Lowell³ at Harvard all indicate that college graduates with high college marks are much more likely to succeed in life than graduates with low college marks.

Sources of the Data

The data on college marks used in this study were obtained directly from the permanent records in the office of the registrar of the New Mexico College of Agriculture and Mechanic Arts. They comprise all the marks received from the institution by the students who were graduated between the years 1899-1900 and 1932-1933, inclusive.

Data regarding the permanency of graduates in the fields of their college majors were obtained from the

¹Devier, Louis. "College Grades and Success in Life." Educational Review, Vol. 54, pp. 325-333, Nov., 1917.

²Nicholson, Frank W. "Success in College and in After Life." School and Society, Vol. 2, pp. 229-232, Aug. 14, 1915.

³Lowell, A. Lawrence. "College Rank and Distinction in Life." Atlantic Monthly, Vol. 92, pp. 512-520, Oct., 1903.

highest point of the mountain was only 1.5 per cent of the total area. It is stated in some of the reports that the mountain is a very high mountain, and that the highest point is 11,000 feet above sea level. The mountain is a very high mountain, and the highest point is 11,000 feet above sea level. The mountain is a very high mountain, and the highest point is 11,000 feet above sea level.

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records of the Alumni Association, most of which information appears in the 1933-1934 Alumni Directory and in catalogs of the college published prior to the school year 1925-1926. Data in the 1933-1934 Alumni Directory were compiled from the returns of a questionnaire sent in January 1934 to all living alumni whose addresses could be learned. In the appendix is a copy of the questionnaire used by the Alumni Association in collecting the data.

Procedure

The first step in determining the relationship between the college marks of graduates working in their major fields and of those not working in their major fields was to reduce the marks of all graduates to numerical form. Prior to the school year 1916-1917 numerical marks from 1 to 100 were used. From 1916-1917 to 1922-1923 three passing marks, A, B, and C, and a failing mark, E, were used. Since the school year 1922-1923 four passing marks, A, B, C, and P, and a failing mark, E, have been used.

In order to put the marks into form for comparison, the letter marks now in use were assigned numerical values as follows: A--4, B--3, C--2, P--1, and E--0. The marks for the years prior to 1916-1917 were trans-

formed into marks equivalent to those now in use, according to the system used by the college: 96-100, inclusive, to A, or 4; 88-95, inclusive, to B, or 3; 80-87, inclusive, to C, or 2; 70-79, inclusive, to P, or 1; and below 70, to E, or 0.

To reduce the marks for the years 1916-1917 to 1922-1923 inclusive, when only three passing marks were used, to values equivalent to those assigned present marks, the system employed by the college was used. It is as follows: A-- $3\frac{1}{2}$, B-- $2\frac{1}{2}$, C-- $1\frac{1}{2}$, and E--0.

Only the marks received in regular curricular subjects were used, thus eliminating marks in such courses as glee club and physical education. During certain periods, marks in the latter group of subjects were almost entirely A's and B's.

Below is an example of how the marks of Graduate A were treated in order to find the average mark for his college course. In studying the scholastic record of Graduate A on the permanent records in the registrar's office it was found that he had received 5 semester hours of A, 40 semester hours of B, 79 semester hours of C, 15 semester hours of P, and 10 semester hours of E. The 5 semester hours of A were multiplied

by 4, the 40 semester hours of B were multiplied by 3, the 79 semester hours of C were multiplied by 2, the 15 semester hours of P were multiplied by 1, and the 10 semester hours of E were multiplied by 0. These products were added, to total 313, and divided by the total number of semester hours taken by Graduate A, 149, to yield an average of 2.10. This number, 2.10, was used to indicate the average college mark received by Graduate A. The same procedure was followed with the marks of all the other graduates since 1900. The full mathematical procedure may be summarized as follows:

Semester Hours		Value of Mark		Total
5	X	4	=	20
40	X	3	=	120
79	X	2	=	158
15	X	1	=	15
10	X	0	=	0
<u>149</u>				<u>313</u>

$$313 \div 149 = 2.10$$

The next step was to divide the graduates into groups for comparison. Three classifications were used: (1) graduates in their major fields, (2) graduates in fields closely related to their major fields, and (3) graduates in fields unrelated to their major fields.

Married women were excluded from the three groups,

since the few who are gainfully employed are not free because of home ties to bargain for positions in particular fields. Neither would it seem fair to contend that only a course in home economics might prepare a woman for homemaking.

There have been 631 graduates of the New Mexico College of Agriculture and Mechanic Arts. College marks of 612 of these were available, representing all the graduates since 1899. Records of graduates previous to the school year 1899-1900 were destroyed in 1910 by a fire which razed the old Administration building. Ninety-six of the graduates are married women, 16 are continuing their education, 11 could not be located, and 22 are deceased, leaving 467 available for study.

First a composite study of the entire 612 graduates was made. Then they were divided into two groups, one group being composed of those who were graduated previous to 1924 and the other group being made up of those who were graduated between the years 1923-1924 and 1932-1933, inclusive. These groups were studied separately. A study of the latter group was made to determine what relationship exists between the marks of graduates who changed from their major fields to unrelated fields, and of those who shifted from

unrelated fields to their major fields. Then the group that was graduated before 1914 was studied in the same manner as the other groups.

The purpose of dividing the graduates into groups based on the length of time they had been out of college was to determine whether length of time after graduation had any effect upon the relationship between academic achievement and continuation in major fields; that is, whether there was any significant difference in the relationships for groups that had been out of college ten to twenty years, or for a longer period, and for those who had been out a shorter period.

The final step was to divide the students on the basis of occupations or professions, and to study the relationships between the academic achievement of these groups and continuation in their major fields in the same manner as was employed for the foregoing groups.

CHAPTER II

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND CONTINUATION IN THEIR MAJOR FIELDS OF ALL GRADUATES OF THE NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS

Introduction

The entire 467 cases available were used in the first part of the study in order that a view of the relationships as a whole might be obtained. Later in the study the cases are divided into groups for further treatment.

The Data

A frequency distribution of the average marks made by the 467 cases considered in this study is presented in Table I.

In Tables XI, XII, and XIII in the appendix are shown the average marks made by each of these 467 cases. Table XI presents the marks of graduates now employed in their major fields; Table XII, of those employed in related fields; and Table XIII, of those employed in unrelated fields.

Table II shows the central tendencies and variabilities of the marks made by the several groups of graduates that are of concern in this study. Examination of the table shows that the average college

TABLE I

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW MEXICO
COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN
THE YEARS 1899-1900 AND 1932-1933, INCLUSIVE

Average Mark	Number		
	In Major Fields	In Related Fields	Not in Major Fields
1.0 - 1.1	2	0	0
1.2 - 1.3	5	2	1
1.4 - 1.5	5	2	3
1.6 - 1.7	15	10	14
1.8 - 1.9	21	11	10
2.0 - 2.1	36	14	17
2.2 - 2.3	47	15	10
2.4 - 2.5	43	5	13
2.6 - 2.7	45	6	8
2.8 - 2.9	25	11	7
3.0 - 3.1	20	1	5
3.2 - 3.3	12	2	2
3.4 - 3.5	10	3	0
3.6 - 3.7	4	0	1
3.8 - 3.9	3	0	1
Total	293	82	92

mark received by the graduates who remained in their major fields was $2.49 \pm .021$. The standard deviation for the group was .53. The average¹ mark received by the graduates who were in fields unrelated to their major fields was $2.30 \pm .036$; the standard deviation for the group was .51.

¹The term "average" is used in this study to mean arithmetical average.

TABLE II

AVERAGE MARKS MADE BY GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS FROM 1899-1900 TO 1932-1933, INCLUSIVE, IN RELATION TO CONTINUATION IN THEIR MAJOR FIELDS

Groups of Graduates	Number of Cases	Average Mark	Standard Deviation of Dis.
In Major Fields	293	2.49 \pm .021	.53
In Related Fields	82	2.28 \pm .038	.51
Not in Major Fields	92	2.30 \pm .036	.51
All Graduates	467	2.41 \pm .017	.53

It is readily seen from these data that the average college mark received by the graduates who remained in their major fields was .19 of a grade point higher than the average college mark received by the graduates not in their major fields. The standard error of this difference was .062. This difference is significant¹, the chances being 9989 in 10,000 that the true difference will always be greater than zero.

The average mark of the graduates who were in fields related to their college majors was 2.28 \pm .038, with a standard deviation of .51 for the group. This average mark is .021 of a grade point

¹The terms "significant" and "reliable", as used in this study, indicate that a measure is at least three times its standard error.

Date	Description	Amount	Total
1911	To Balance	100.00	100.00
1912	By Cash	50.00	150.00
1913	By Cash	75.00	225.00
1914	By Cash	125.00	350.00

The following table shows the results of the experiment conducted during the year 1911. The results are given in the form of a table, the columns of which are headed by the names of the different parts of the apparatus used, and the rows by the names of the different substances tested. The numbers in the cells of the table represent the results obtained, and are given in the form of percentages.

The results of the experiment are given in the following table:

Substance	Part of Apparatus	Result (%)
Water	Boiler	100.00
	Condenser	95.00
	Receiver	90.00
	Distillate	85.00
Alcohol	Boiler	95.00
	Condenser	90.00
	Receiver	85.00
	Distillate	80.00
Ether	Boiler	90.00
	Condenser	85.00
	Receiver	80.00
	Distillate	75.00

The results of the experiment are given in the following table:

Substance	Part of Apparatus	Result (%)
Water	Boiler	100.00
	Condenser	95.00
	Receiver	90.00
	Distillate	85.00
Alcohol	Boiler	95.00
	Condenser	90.00
	Receiver	85.00
	Distillate	80.00
Ether	Boiler	90.00
	Condenser	85.00
	Receiver	80.00
	Distillate	75.00

The results of the experiment are given in the following table:

Substance	Part of Apparatus	Result (%)
Water	Boiler	100.00
	Condenser	95.00
	Receiver	90.00
	Distillate	85.00
Alcohol	Boiler	95.00
	Condenser	90.00
	Receiver	85.00
	Distillate	80.00
Ether	Boiler	90.00
	Condenser	85.00
	Receiver	80.00
	Distillate	75.00

lower than the average mark of those graduates working in fields unrelated to their major fields. The standard error of this difference was computed and found to be .077. The difference is not significant, the chances being only 5026 in 10,000 that it is a true difference.

The correlation between the average college marks of graduates and continuation in their fields, in major and in unrelated fields, as determined by the bi-serial r formula¹, is $.216 \pm .002$. The correlation between the average college marks of graduates and continuation in their fields, in major and in related fields, as computed by the formula mentioned above, is $.229 \pm .033$.

The groups were also studied on the basis of average marks for men and women. Table III shows the results of this part of the study. It was found that the averages for women were consistently higher than those for men, but the average marks of women in their major fields, those out of their major fields, and those in related fields, bore the same relation to

¹Kelley, Truman L. Statistical Method. New York: Macmillan, 1923, 248 pp.

TABLE III

AVERAGE MARKS OF MEN AND WOMEN GRADUATES OF NEW MEXICO
COLLEGE OF AGRICULTURE AND MECHANIC ARTS IN
RELATION TO WHETHER EMPLOYED IN
THEIR MAJOR FIELDS

Groups	Number of Cases	Average Mark
Men in Major Fields	258	2.46
Women in Major Fields	35	2.70
Men in Related Fields	61	2.21
Women in Related Fields	21	2.49
Men Not in Major Fields	79	2.25
Women Not in Major Fields	13	2.60

each other when studied separately as when the marks of men and women were studied together. The relations among the marks made by men in the several groups were the same when analyzed apart from the marks made by women as when the marks of all graduates were studied together.

No attempt was made to treat these averages statistically, as there were too few women graduates to warrant such analysis.

Summary

The average mark of all graduates of the New Mexico College of Agriculture and Mechanic Arts who in 1933 were working in their major fields is .19 of a grade point higher than that of graduates not working

in their major fields. This difference is reliable. The average mark of all graduates in fields related to their major fields is .02 of a grade point lower than that of graduates not in their major fields and .21 of a grade point lower than that of graduates in their major fields. The first of these differences is not significant but the second is.

The correlation between the average college marks of graduates and continuation in their fields, in major and in unrelated fields, is $.216 \pm .002$. The correlation between the average college marks of graduates and continuation in their fields, in major and in related fields, is $.229 \pm .033$.

Although the average marks of women were higher than those of men, the marks of women in their major fields, those out of their major fields, and those in related fields bore the same relation to each other when analyzed separately as when marks of men and women were studied together. The relations among the marks made by men in the several groups were the same when analyzed apart from the marks made by women as when the marks of all graduates were studied together.

in their major fields. With reference to the
 the average rank of all graduates in the various
 to their major fields is .05 at a level of .05
 than that of graduates in their major fields and
 in at a level of .05 at a level of .05
 their major fields. The first of these differences
 is not significant but the second is.

The correlation between the average college ranks
 of graduates and concentration in their field is
 major and in related fields is .05 at a level of .05
 correlation between the average college ranks of
 graduates and concentration in their field is .05
 and in related fields is .05 at a level of .05.

Although the average ranks of graduates were higher
 than those of men, the ranks of women in their major
 fields, those out of their major fields, and those in
 related fields have the same relation to each other.

When analyzed separately as men and women, the
 women were studied separately. The results were
 made by men in the various fields were the same
 when analyzed separately. The results were the same
 when the ranks of all graduates were studied together.

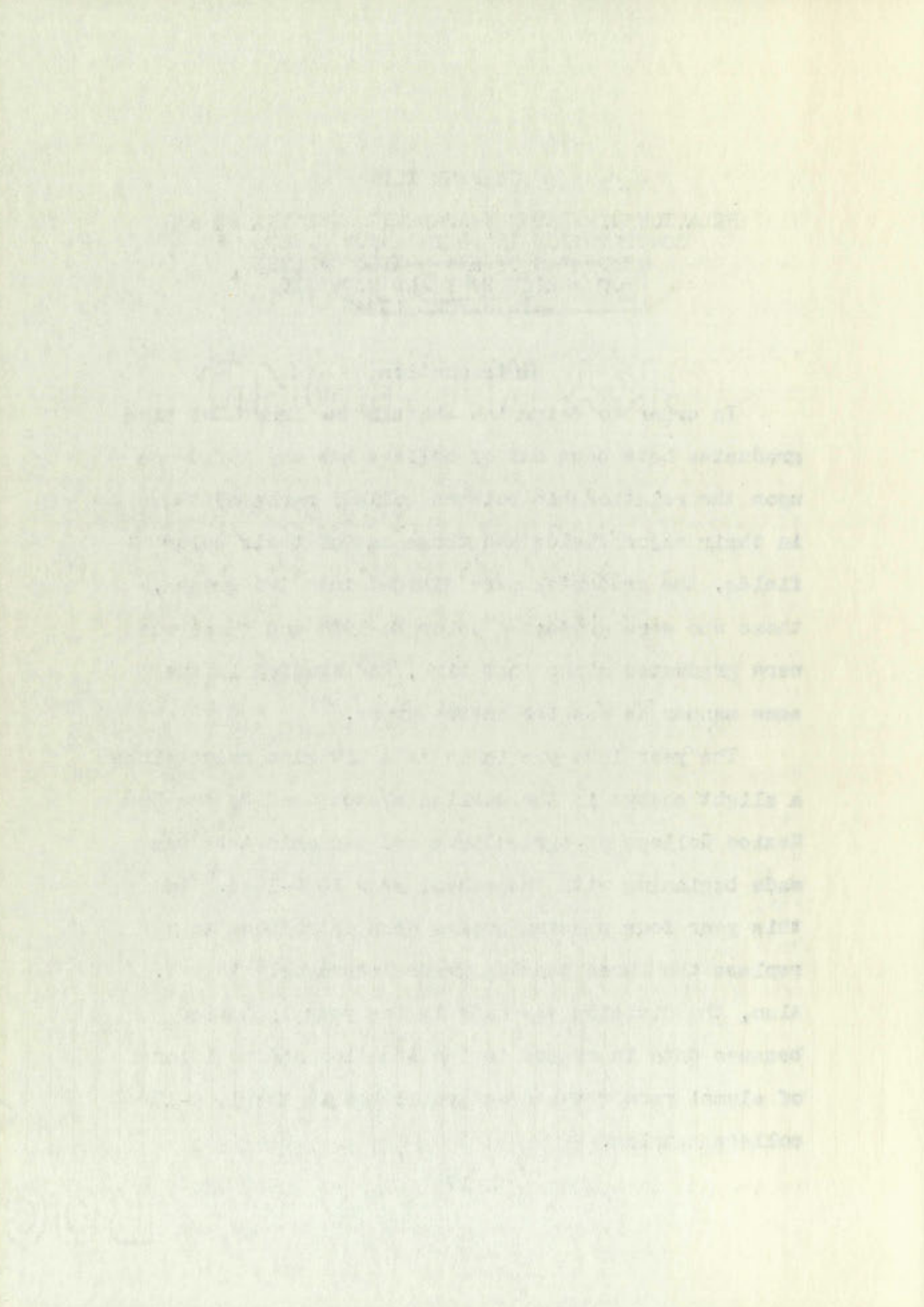
CHAPTER III

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND CONTINUATION IN THEIR MAJOR FIELDS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BEFORE 1924

Introduction

In order to determine whether the length of time graduates have been out of college has any influence upon the relationship between college marks of those in their major fields and those out of their major fields, the graduates were divided into two groups, those who were graduated prior to 1924 and those who were graduated since that time, and studied in the same manner as was the entire group.

The year 1924 was taken as a division point since a slight change in the marking system used by the New Mexico College of Agriculture and Mechanic Arts was made beginning with the school year 1923-1924. In this year four passing grades were introduced to replace the three passing grades previously in use. Also, the division was made in the year indicated because data in regard to the location and positions of alumni were revised and published in the 1923-1924 college catalog.



Analysis of Graduates Before 1924

Table IV shows the distribution of the marks of the individuals who were graduated between the school years 1899-1900 and 1922-1923, inclusive, in relation to continuation in their major fields in 1933. In the appendix, Tables XIV, XV, and XVI, are

TABLE IV

DISTRIBUTION OF MARKS OF GRADUATES OF NEW MEXICO COLLEGE
OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND
1922-1923, INCLUSIVE, IN RELATION TO CONTINUATION
IN THEIR MAJOR FIELDS IN 1933

Average Mark	Number		
	In Major Fields	In Related Fields	Not in Major Fields
1.1 - 1.2	4	1	0
1.3 - 1.4	2	2	1
1.5 - 1.6	9	2	3
1.7 - 1.8	12	4	6
1.9 - 2.0	13	4	3
2.1 - 2.2	17	3	4
2.3 - 2.4	21	2	6
2.5 - 2.6	18	1	4
2.7 - 2.8	7	2	1
2.9 - 3.0	9	0	2
3.1 - 3.2	6	0	2
3.3 - 3.4	2	0	1
Total	120	21	33

distributions of the averages of the three groups.

Table IV shows that there were 120 persons who had been graduated between the school year 1899-1900 and 1922-1923, inclusive, who in 1933 were working in

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Average			Year
1950	1951	1952	1953
1.1	1.1	1.1	1.1
1.1	1.1	1.1	1.1
1.1	1.1	1.1	1.1
1.1	1.1	1.1	1.1
1.1	1.1	1.1	1.1
1.1	1.1	1.1	1.1
1.1	1.1	1.1	1.1
1.1	1.1	1.1	1.1
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1.1	1.1	1.1	1.1
1.1	1.1	1.1	1.1
1.1	1.1	1.1	1.1
1.1	1.1	1.1	1.1
1.1	1.1	1.1	

their major fields. The average mark for the group was $2.33 \pm .031$; standard deviation .50.

As shown in Table IV, 21 individuals who had been graduated prior to 1924 were in 1933 in fields related to their major fields. The average mark for this group was $2.01 \pm .076$; the standard deviation, .52.

The difference between the average marks of these two groups is .33, with a standard error of .122. The chances are 9966 in 10,000 that the true difference will always be greater than zero; this is not a reliable difference. The correlation between the average marks and continuation in their fields, in major and in related fields, as determined by the bi-serial r formula, is $.358 \pm .157$.

Table IV shows also that in 1933, of the persons who had been graduated before 1924, 33 were in fields unrelated to their college majors. The average college mark of this group was $2.29 \pm .058$, with a standard deviation of .49. The difference between this average mark and that of graduates before 1924 who in 1933 were working in their major fields is .042, with a standard error of .099. This difference is not reliable, the chances being only 5160 in 10,000 that the true difference will always be greater than zero. The correla-

MYT DOME

There is a great deal of interest in the

subject of the dome, and it is

very interesting to find that

the dome is not a simple

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tion between the average marks and continuation in their fields, in major and in unrelated fields, as computed by the bi-serial r formula, is $.046 \pm .011$.

Analysis of Graduates Before 1924 in 1924

In order to compare the average marks of graduates who changed fields between 1924 and 1933 with the marks of those who did not change fields during the same period, persons graduated between the school years 1899-1900 and 1922-1923, inclusive, were studied on the basis of continuation in their major fields in 1924.

Table V shows the distribution of the marks of graduates before 1924. In the appendix, Tables XVII, XVIII, and XIX are distributions of the average marks of the individuals composing the groups of graduates. Table V shows that there were 117 persons who had been graduated prior to 1924 who were at the time working in the fields of their college majors. The average mark for the group was $2.30 \pm .031$; the standard deviation, .61.

In 1933, 103 of the group mentioned above were still in their major fields, 12 had shifted into unrelated fields, and 2 had gone back to school to continue their education. Table XX in the appendix shows a distribution of the group of 12 who in 1923

tion between the average male and female students in
their fields. In order to be included in the study, an
individual must be a member of the University of Illinois.

Analysis of Graduate Student Data in 1968
In order to compare the average male and female students
who changed fields between 1968 and 1969 with the average
of those who did not change fields during the same
period, persons' graduate records were examined for
1968-1969 and 1969-1970, respectively, with attention to
the basis of continuation in their major fields in 1968.

Table V shows the distribution of the male and
graduate before 1968. In the male field, the male
MEX and MEX are distributed as of the average male
of the individuals completing the degree of graduate.
Table V shows that there were 114 persons who had
graduated prior to 1968 and were in the same field
in the field of their college degree. The number
was for the group was 114 (100%); the standard
deviation, 11.

In 1968, 103 of the group graduated after 1968
still in their major fields, 114 (100%) and 114 (100%)
unrelated fields, and 1 had gone back to graduate in
another field. Table VI in the appendix
shows a distribution of the group in its own field.

TABLE V

DISTRIBUTION OF MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE, IN RELATION TO CONTINUATION IN THEIR MAJOR FIELDS IN 1924

Average Mark	Number		
	In Major Fields	In Related Fields	Not in Major Fields
1.0 - 1.1	1	0	0
1.2 - 1.3	5	2	0
1.4 - 1.5	5	1	1
1.6 - 1.7	7	4	6
1.8 - 1.9	16	2	1
2.0 - 2.1	12	4	3
2.2 - 2.3	22	2	5
2.4 - 2.5	15	1	4
2.6 - 2.7	14	0	2
2.8 - 2.9	9	0	1
3.0 - 3.1	9	0	2
3.2 - 3.3	2	0	0
3.4 - 3.5	0	0	1
Total	117	16	26

were in their major fields but by 1933 had gone into unrelated fields. The average mark for the group was $2.05 \pm .090$, the standard deviation, .462.

Table V shows a distribution of the 26 graduates who were in unrelated fields in 1923. The average mark for the group was $2.28 \pm .066$; the standard deviation, .498. By 1933, 7 of these individuals had entered their major fields. Table XXI in the appendix is a distribution of the group. Their average mark

STATEMENT OF WORKS
 OF AN
 1947-1948

Statement of Works			Amount
Item	Description	Quantity	Unit Price
1	...	1.0	...
2	...	1.0	...
3	...	1.0	...
4	...	1.0	...
5	...	1.0	...
6	...	1.0	...
7	...	1.0	...
8	...	1.0	...
9	...	1.0	...
10	...	1.0	...
11	...	1.0	...
12	...	1.0	...
13	...	1.0	...
14	...	1.0	...
15	...	1.0	...
16	...	1.0	...
17	...	1.0	...
18	...	1.0	...
19	...	1.0	...
20	...	1.0	...
21	...	1.0	...
22	...	1.0	...
23	...	1.0	...
24	...	1.0	...
25	...	1.0	...
26	...	1.0	...
27	...	1.0	...
28	...	1.0	...
29	...	1.0	...
30	...	1.0	...
31	...	1.0	...
32	...	1.0	...
33	...	1.0	...
34	...	1.0	...
35	...	1.0	...
36	...	1.0	...
37	...	1.0	...
38	...	1.0	...
39	...	1.0	...
40	...	1.0	...
41	...	1.0	...
42	...	1.0	...
43	...	1.0	...
44	...	1.0	...
45	...	1.0	...
46	...	1.0	...
47	...	1.0	...
48	...	1.0	...
49	...	1.0	...
50	...	1.0	...
51	...	1.0	...
52	...	1.0	...
53	...	1.0	...
54	...	1.0	...
55	...	1.0	...
56	...	1.0	...
57	...	1.0	...
58	...	1.0	...
59	...	1.0	...
60	...	1.0	...
61	...	1.0	...
62	...	1.0	...
63	...	1.0	...
64	...	1.0	...
65	...	1.0	...
66	...	1.0	...
67	...	1.0	...
68	...	1.0	...
69	...	1.0	...
70	...	1.0	...
71	...	1.0	...
72	...	1.0	...
73	...	1.0	...
74	...	1.0	...
75	...	1.0	...
76	...	1.0	...
77	...	1.0	...
78	...	1.0	...
79	...	1.0	...
80	...	1.0	...
81	...	1.0	...
82	...	1.0	...
83	...	1.0	...
84	...	1.0	...
85	...	1.0	...
86	...	1.0	...
87	...	1.0	...
88	...	1.0	...
89	...	1.0	...
90	...	1.0	...
91	...	1.0	...
92	...	1.0	...
93	...	1.0	...
94	...	1.0	...
95	...	1.0	...
96	...	1.0	...
97	...	1.0	...
98	...	1.0	...
99	...	1.0	...
100	...	1.0	...

There is a total of 100 items listed in the statement of works. The items are numbered 1 through 100. The description of each item is given in the second column. The quantity of each item is given in the third column. The unit price of each item is given in the fourth column. The total amount for all items is given in the fifth column.

was $1.96 \pm .082$; the standard deviation of the group, .321.

The average mark of the group of graduates who between 1924 and 1933 shifted from their major fields into unrelated fields was .08 of a grade point higher than that of the group who during that time shifted from unrelated fields into their major fields. The standard error of this difference was .134. This difference is not reliable, the chances being only 7257 in 10,000 that the true difference will always be greater than zero.

Summary

The average college mark of graduates of the New Mexico College of Agriculture and Mechanic Arts between the school years 1899-1900 and 1922-1923, inclusive, who were working in the fields of their college majors in 1933 was .33 higher than that of graduates during the same period who in 1933 were in related fields. It was only .04 higher than the average mark of graduates during the same period who in 1933 were in unrelated fields. Neither of these differences is great enough to be reliable, the chances being 9956 in 10,000 and 5160 in 10,000, respectively, that the true difference will always be greater than zero.

The correlation between the average marks of graduates before 1924 who in 1933 were in their major fields and those of the same period who in 1933 were in related fields is $.358 \pm .157$. The correlation between the average marks of graduates of this period and continuation in 1933 in their major fields and not in major fields is $.046 \pm .011$.

The average mark of the group of graduates who between 1924 and 1933 shifted from their major fields into unrelated fields was .08 of a grade point higher than that of the group who during that time shifted from unrelated fields into their major fields. This difference is not significant, the chances being only 7257 in 10,000 that the true difference will always be greater than zero.

The correlation between the average number of
excitations before 1954 and in 1954 was 0.71, which
is higher than those of the other periods. In 1954
is related to the 1951-1952. The correlation
between the average number of excitations of this period
and construction in 1954 is 0.71, which is higher
but is higher than 0.61.

The average rate of the number of excitations was
between 1954 and 1955, which was 0.71, which is
into unrelated fields was 0.61, which is
that rate of the group was during that time, which
from unrelated fields into which other fields. This
difference is not significant, the difference being only
10% in 10,000 cases, the rate difference will always
be greater than zero.

CHAPTER IV

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND CONTINUATION IN THEIR MAJOR FIELDS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1924 AND 1933, INCLUSIVE

Introduction

Having studied the relationship between college marks of graduates between the school years 1899-1900 and 1922-1923, inclusive, on the basis of continuation in their major fields, the college marks of those individuals who were graduated between the years 1923-1924 and 1932-1933, inclusive, were studied in the same manner to see what different relationships exist for graduates who have been out of college only a few years.

The Data

Of the 580 graduates since 1923, 186 were in 1933 working in their major fields. Table VI shows a frequency distribution of these graduates, divided into groups on the basis of continuation in their major fields. Tables XXI, XXII, XXIII in the appendix show the average marks of the individuals composing the groups.

Table VII shows the central tendencies and variabilities of the marks which the several groups made.

TABLE VI

DISTRIBUTION OF MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1923-1924 AND 1932-1933, INCLUSIVE, IN RELATION TO CONTINUATION IN THEIR MAJOR FIELDS IN 1933

Average Mark	Number		
	In Major Fields	In Related Fields	Not in Major Fields
1.2 - 1.3	1	0	0
1.4 - 1.5	1	0	3
1.6 - 1.7	8	6	9
1.8 - 1.9	8	8	7
2.0 - 2.1	24	9	13
2.2 - 2.3	29	11	6
2.4 - 2.5	28	4	7
2.6 - 2.7	31	5	6
2.8 - 2.9	18	10	5
3.0 - 3.1	12	1	3
3.2 - 3.3	10	2	2
3.4 - 3.5	9	3	0
3.6 - 3.7	4	0	1
3.8 - 3.9	3	0	1
Total	186	59	63

Examination of the table shows that the average mark received by the graduates who remained in their major fields was 2.59. The average mark earned by the 59 individuals in related fields was 2.40. The difference between these two average marks is .19 and the standard error of this difference, .076. The chances are 5938 in 10,000 that this difference is a true difference.

The average mark received by the 63 graduates in

TABLE VI

DISTRIBUTION OF NUMBER OF GRADUATES OF NEW YORK STATE
OF AGRICULTURE AND MECHANICS WITH DEGREE LESS THAN
1922-1923, IN RELATION TO DISTANCE
IN THEIR MAJOR FIELD IS 1922

Average Year	In Major Field	Number in Major Field	Number in Other Fields
1.2 - 1.5	1	0	0
1.6 - 1.8	1	0	0
1.9 - 2.1	3	0	0
2.2 - 2.4	3	0	0
2.5 - 2.7	24	2	0
2.8 - 3.0	25	11	0
3.1 - 3.3	28	4	0
3.4 - 3.6	31	6	0
3.7 - 3.9	18	10	0
4.0 - 4.2	12	1	0
4.3 - 4.5	10	2	0
4.6 - 4.8	9	3	0
4.9 - 5.1	4	0	0
5.2 - 5.4	3	0	0
Total	182	62	62

Distribution of the table shows that the average year
received by the graduates who remained in their major
field was 3.50. The average with degree by the
individuals in related fields was 2.50. The difference
between these two average years is .10 and the difference
between of this difference, .075. The difference between
is 10,000 and this difference is a true difference.
The average with degree by the 35 graduates in

TABLE VII

AVERAGE MARKS MADE BY GRADUATES OF NEW MEXICO COLLEGE
OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1923-1924
AND 1932-1933, INCLUSIVE, IN RELATION TO
CONTINUATION IN THEIR MAJOR FIELDS

Groups of Graduates	Number of Cases	Average Mark	Standard Deviation of Dis.
In Major Fields	186	2.59 \pm .026	.51
In Related Fields	59	2.40 \pm .044	.50
Not in Major Fields	63	2.28 \pm .046	.54

fields unrelated to their college majors was 2.29, which mark is .30 lower than that of the graduates in their major fields. The standard error of this difference is .078. This is a significant difference, the chances being better than 9999 in 10,000 that it is a true difference. The correlation between the average marks and continuation in their fields, in major and in unrelated fields, as determined by the bi-serial r formula, is .346 \pm .080.

Summary

The average college mark received by graduates of New Mexico College of Agriculture and Mechanic Arts between the school years 1923-1924 and 1932-1933, inclusive, who in 1933 were working in their major fields was .19 higher than that of graduates in related

Group of Families	Number of Families	Number of Persons	Number of Persons per Family
In Major Field	100	1,000	10
In Minor Field	50	500	10
Not in Major Field	50	500	10

These numbers are for the entire population of the field. The number of persons in the major field is 1,000. The number of persons in the minor field is 500. The number of persons not in the major field is 500. The average number of persons per family is 10. The average number of persons per family in the major field is 10. The average number of persons per family in the minor field is 10. The average number of persons per family not in the major field is 10.

The average number of persons per family in the major field is 10. The average number of persons per family in the minor field is 10. The average number of persons per family not in the major field is 10. The average number of persons per family in the major field is 10. The average number of persons per family in the minor field is 10. The average number of persons per family not in the major field is 10.

fields and .30 higher than that of graduates in unrelated fields. The first of these differences is not reliable but the second is.

The correlation between the average marks of graduates of this period and continuation in their fields, in major and in unrelated fields, is .3463.

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CHAPTER V

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND CONTINUATION IN THEIR MAJOR FIELDS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BEFORE 1914

Introduction

In order to determine whether the relationship between college marks and continuation in major fields was different for persons who had been graduated from college twenty or more years, marks of those individuals who had finished between the school years 1899-1900 and 1912-1913, inclusive, were separated from the others and studied in the same manner.

The Data

A frequency distribution of the average marks made by the graduates prior to 1914 is presented in Table VIII. In Tables XXIV, XXV, and XXVI in the appendix are shown the average marks made by each of the graduates. Table XXIV presents the marks of the graduates employed in their major fields in 1933; Table XXV, of those employed in related fields; and Table XXVI, of those employed in unrelated fields.

Table IX shows the central tendencies and variabilities of the marks made by the several groups.

APPENDIX

RELATIONS BETWEEN THE
COMMISSION IN THE
DEPARTMENT OF THE
OF AGRICULTURE
AND THE

Introduction

In order to determine whether the relationship
between college graduates and the department in the
was different for persons who had been employed by the
college twenty or more years, a study of these individuals
was also had. This study between the years 1900-1910
and 1910-1920, inclusive, was conducted from the
others and studied in the department.

The Data

A frequency distribution of the average number
made by the graduates from 1900 to 1920 is presented in
Table VIII. In Table XIV, XV, and XVI, in the
appendix are shown the average number made by each of
the graduates. Table XIV shows the number of
graduates employed in each major branch in 1910;
Table XV, of those employed in 1920; and
Table XVI, of those employed in 1930. Table
XVII shows the number of graduates employed in
Table XVIII shows the number of graduates employed in
Table XIX shows the number of graduates employed in

Examination of the table shows that the average college mark received by the graduates before 1914 who in 1933 were in their major fields was $2.32 \pm .041$. The standard deviation for the group was .476.

TABLE VIII

DISTRIBUTION OF MARKS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BETWEEN 1899-1900 AND 1912-1913, INCLUSIVE, IN RELATION TO CONTINUATION IN THEIR MAJOR FIELDS IN 1933

Average Mark	Number		
	In Major Fields	In Related Fields	Not in Major Fields
1.2 - 1.3	2	1	1
1.4 - 1.5	3	1	1
1.6 - 1.7	7	2	2
1.8 - 1.9	6	1	1
2.0 - 2.1	6	3	1
2.2 - 2.3	9	0	5
2.4 - 2.5	10	0	4
2.6 - 2.7	10	1	0
2.8 - 2.9	3	1	0
3.0 - 3.1	5	0	1
Total	61	10	16

The average mark received by the graduates who were in related fields was $2.01 \pm .102$, with a standard deviation of .476. It is readily seen from these data that the average college mark of the graduates of this period who remained in their major field was .32 of a grade point higher than that of the group in related

Summary of the results of the investigation of the effect of the concentration of the solution on the rate of reaction. The results are given in the following table.

Table 1. Rate of reaction as a function of the concentration of the solution.

Concentration of solution, %	Rate of reaction, %/min
0.1	0.1
0.2	0.2
0.3	0.3
0.4	0.4
0.5	0.5
0.6	0.6
0.7	0.7
0.8	0.8
0.9	0.9
1.0	1.0
1.1	1.1
1.2	1.2
1.3	1.3
1.4	1.4
1.5	1.5
1.6	1.6
1.7	1.7
1.8	1.8
1.9	1.9
2.0	2.0
2.1	2.1
2.2	2.2
2.3	2.3
2.4	2.4
2.5	2.5
2.6	2.6
2.7	2.7
2.8	2.8
2.9	2.9
3.0	3.0
3.1	3.1
3.2	3.2
3.3	3.3
3.4	3.4
3.5	3.5
3.6	3.6
3.7	3.7
3.8	3.8
3.9	3.9
4.0	4.0
4.1	4.1
4.2	4.2
4.3	4.3
4.4	4.4
4.5	4.5
4.6	4.6
4.7	4.7
4.8	4.8
4.9	4.9
5.0	5.0
5.1	5.1
5.2	5.2
5.3	5.3
5.4	5.4
5.5	5.5
5.6	5.6
5.7	5.7
5.8	5.8
5.9	5.9
6.0	6.0
6.1	6.1
6.2	6.2
6.3	6.3
6.4	6.4
6.5	6.5
6.6	6.6
6.7	6.7
6.8	6.8
6.9	6.9
7.0	7.0
7.1	7.1
7.2	7.2
7.3	7.3
7.4	7.4
7.5	7.5
7.6	7.6
7.7	7.7
7.8	7.8
7.9	7.9
8.0	8.0
8.1	8.1
8.2	8.2
8.3	8.3
8.4	8.4
8.5	8.5
8.6	8.6
8.7	8.7
8.8	8.8
8.9	8.9
9.0	9.0
9.1	9.1
9.2	9.2
9.3	9.3
9.4	9.4
9.5	9.5
9.6	9.6
9.7	9.7
9.8	9.8
9.9	9.9
10.0	10.0

The results of the investigation show that the rate of reaction increases with increasing concentration of the solution. The rate of reaction is directly proportional to the concentration of the solution.

TABLE IX

AVERAGE MARKS MADE BY GRADUATES OF NEW MEXICO COLLEGE
OF AGRICULTURE AND MECHANIC ARTS FROM 1899-1900 TO
1912-1913, INCLUSIVE, IN RELATION TO
CONTINUATION IN THEIR MAJOR FIELDS

Groups of Graduates	Number of Cases	Average Mark	Standard Deviation of Dis.
In Major Fields	61	2.32 \pm .041	.476
In Related Fields	10	2.01 \pm .102	.476
Not in Major Fields	16	2.20 \pm .078	.449

fields. The standard error of this difference is .163. This is not a significant difference, the chances being 9732 in 10,000 that the true difference will always be greater than zero.

The average mark received by graduates of this period who in 1933 were not in their major fields, as shown in Table IX, was 2.20, which average mark is .13 of a grade point lower than the average mark of the group of graduates in their major fields. The standard error of this difference is .088. This difference is not large enough to be significant, the chances being 9222 in 10,000 that it is a true difference. The correlation between the average college marks of graduates of this period working in their major fields and out of their major fields, as determined by the

bi-serial r formula, is $.153 \pm .021$.

Summary

The difference between the average marks of the various groups treated in this part of the study were not great enough to be of significance, and the correlation between the average marks of graduates in their major fields and those out is too low to indicate a significant relationship.

CHAPTER VI

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND CONTINUATION IN THEIR MAJOR FIELDS OF GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS BASED ON PROFESSIONS

Introduction

In order to determine whether within certain professions or occupations there is a relationship between college marks of graduates and continuation in their major fields, the data were separated into groups on the basis of professions and analyzed by the same technique as was employed in the rest of this thesis. Table X shows the average marks received by the graduates of New Mexico College of Agriculture and Mechanic Arts in relation to continuation in their major fields after they were divided into groups based on their professions.

Engineering Graduates

In General. As is shown by Table X, the average mark received by the 112 engineers who in 1933 were in their major field was 2.38. The average mark earned by engineers who in 1933 were in related fields was 2.24, which mark was .13 of a grade point lower than that of engineers in their major fields. The standard

TABLE X

AVERAGE MARKS MADE BY GRADUATES OF NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS FROM 1899-1900 TO 1932-1933, INCLUSIVE, IN CERTAIN PROFESSIONS IN RELATION TO CONTINUATION IN THEIR MAJOR FIELDS

Groups of Graduates	Average Mark	Standard Deviation of Dis.
In Engineering	2.37 \pm .058	.538
In Related Fields	2.24 \pm .049	.463
Out of Engineering	2.21 \pm .093	.480
In Chemical Engineering	2.49 \pm .086	.404
In Related Fields	2.50 \pm .191	.400
Out of Chem. Engineering	1.86 \pm .095	.200
In Civil Engineering	2.31 \pm .063	.548
In Related Fields	2.09 \pm .110	.400
Out of Civil Engineering	2.05 \pm .112	.523
In Electrical Engineering	2.51 \pm .058	.538
In Related Fields	2.23 \pm .092	.432
Out of Electrical Eng.	2.37 \pm .093	.416
In Mechanical Engineering	2.22 \pm .058	.464
In Related Fields	2.26 \pm .056	.395
Out of Mechanical Eng.	2.20 \pm .056	.433
In Agriculture	2.52 \pm .037	.544
In Related Fields	1.99 \pm .114	.508
Out of Agriculture	2.35 \pm .074	.450
In General Science	2.52 \pm .046	.493
In Related Fields	2.36 \pm .089	.602
Out of General Science	2.53 \pm .115	.613

error of this difference is .113. It is not a significant difference, the chances being 8749 in 10,000 that it is a true difference. The average mark earned by engineers who in 1933 were completely out of their major fields was 2.21. This mark was .17 of a grade point lower than that of engineers in their major

fields. The standard error of this difference is .163. This mark is .03 lower than that of the group in related fields. The standard error of this difference is .156. Neither of these differences is significant, the chances being 8461 in 10,000 and 5871 in 10,000, respectively, that the true differences will always be greater than zero.

Chemical Engineers. The average marks of graduates in engineering were divided into groups based on the four fields in which the New Mexico College of Agriculture and Mechanic Arts offers majors.

Table X shows that the average mark received by chemical engineering graduates who in 1933 were in their major fields was 2.49, while the average mark of those in related fields was 2.50. The difference between the two marks, .02, is not significant, the standard error being .31, and the chances 7088 in 10,000 that the difference will always be greater than zero. The average mark of civil engineering graduates out of their field was .63 lower than that of civil engineers in their field; the standard error, .189. Although there were only 14 in this group, 10 of whom were in their field, 2 in related fields, and 2 in

fields. The standard error of the difference is .142. This error is .02 lower than that of the error in related fields. The standard error of the difference is .136. Half of the error difference is significant. The error value was 10,000 and 10,000 in 10,000. Therefore, the error difference will always be greater than zero.

General Summary The average error of estimation in anthropology was divided into three fields in the four fields in which the error was 10,000 or less. Culture and Economics were also divided.

Table I shows that the average error was 10,000 in chemical engineering, 10,000 in 10,000 in their major fields was 10,000, while the average error of 10,000 in related fields was 10,000. The difference between the two errors, .02, is not significant. The standard error value .02, and the error value 10,000 that the difference will always be greater than zero. The average error of civil engineering was 10,000 and of their field was 10,000. The error difference was 10,000 in their field; the average error, .02, although there was only 10 in this error, 10 in the error in their field, 10 in related fields, and 10 in

unrelated fields, this is a significant difference, the chances being better than 9999 in 10,000 that the difference is a true difference.

Civil Engineers. The average mark received by graduates in civil engineering who in 1933 were in their field, as shown in Table X, was 2.31. This is .22 higher than that of civil engineering graduates in related fields. The standard error was .188. The chances are only 8790 in 10,000 that the difference is a true difference. It was .256 higher than that of civil engineering graduates entirely out of their field, with a standard error of .189. The chances are 9131 in 10,000 that the difference will always be greater than zero.

Electrical Engineers. Electrical engineers who in 1933 were in their field earned an average mark of 2.51. Those in related fields received an average college mark of 2.23, which mark is .28 lower than that of the group in their major fields. The standard error of the difference was .162. Those who were out of their field had earned an average mark of 2.39, or .15 lower than the mark of electrical engineers in their field. The standard error of the difference was .163. The chances of the first of these differ-

ences always being greater than zero are 9608 in 10,000, and of the second, 8159 in 10,000.

Mechanical Engineers. The average mark received by graduates in mechanical engineering who in 1933 were in their field was 2.22 and that of those in related fields, 2.26. The mark of the latter was .06 higher than that of the former. The standard error of the difference was .12. The average mark of those out of their field was 2.20. This is .02 of a grade point lower than that of those in their field. The standard error of this difference was also .12. These differences are not significant, as the chances are only 6490 in 10,000 and 5359 in 10,000 respectively, that they are true differences.

Agriculture Graduates

In 1933, 102 men who had graduated in agriculture were working in that field. The average mark for the group, as shown in Table X, was 2.52. Nine men were in related fields. Their average mark was 1.99, or .54 lower than that of those working in their field. The standard error was .178. This is a significant difference, the chances being 9987 in 10,000 that the difference will always be greater than zero. The average mark received by the graduates in agriculture

who in 1933 were out of their field was 2.35, or .17 of a grade point lower than that of the group in their field. The standard error of the difference was .123. This is not a significant difference as the chances are only 5557 in 10,000 that it is a true difference.

General Science Graduates

Since there were too few general science graduates to justify studying them on the basis of major fields, they were studied only as a group. Fifty-three were in their major fields in 1933. The average college mark for the group was 2.52. Twenty-one general science graduates were in related fields. The average mark for this group was 2.36; it is .16 lower than that of the group in their major fields. The standard error of this difference was .148.

The average college mark of graduates in general science who in 1933 were out of their major fields was 2.53, or .01 higher than that of the group in their major fields. The standard error of this difference is .184. Neither of these differences is significant, the chances of their always being greater than zero being only 8599 in 10,000 and 7611 in 10,000, respectively.

Summary

Average marks of graduates of New Mexico College of Agriculture and Mechanic Arts who in 1933 were in their major fields, when studied on the basis of particular fields, were, with the exception of general science and chemical engineering graduates, a little higher than the average marks of those out of their major fields and in related fields; but only in the cases of chemical engineers out of their field and agriculture graduates in related fields were the differences significant. These groups were too small to warrant conclusions of practical value. The relationship between academic achievement and continuation in major fields, when studied on the basis of professions, is not close enough to be valuable for prediction.

CHAPTER VII

SUMMARY

As a result of this study, the following general conclusions are drawn:

1. The average college mark of graduates of the New Mexico College of Agriculture and Mechanic Arts working in their major fields is slightly higher than the average college mark of those not working in their major fields. When all graduates were studied together this difference was significant, but when they were divided into groups based on length of time elapsed since graduation and on professions, the only case in which a significant difference was found was in the study of chemical engineers.

2. The average college mark of graduates working in fields related to their major fields was lower than that of graduates in their major fields or that of graduates out of their major fields. The difference between the average mark of the persons in their major fields and that of those in related fields was significant when all were studied together, but when they were divided into groups based on length of time elapsed since graduation and on professions, the only

CHAPTER IV

THEORY

As a result of this study, the following general conclusions were reached:

1. The study of the social structure of the human mind has revealed that the mind is a complex system of interrelated parts and functions. The mind is not a single entity, but a collection of many different parts, each of which has its own function and purpose. The mind is a dynamic system, constantly changing and evolving. The mind is a social system, shaped by the environment and the culture in which it exists. The mind is a complex system, with many different parts and functions. The mind is not a single entity, but a collection of many different parts, each of which has its own function and purpose. The mind is a dynamic system, constantly changing and evolving. The mind is a social system, shaped by the environment and the culture in which it exists.

2. The study of the social structure of the human mind has revealed that the mind is a complex system of interrelated parts and functions. The mind is not a single entity, but a collection of many different parts, each of which has its own function and purpose. The mind is a dynamic system, constantly changing and evolving. The mind is a social system, shaped by the environment and the culture in which it exists.

3. The study of the social structure of the human mind has revealed that the mind is a complex system of interrelated parts and functions. The mind is not a single entity, but a collection of many different parts, each of which has its own function and purpose. The mind is a dynamic system, constantly changing and evolving. The mind is a social system, shaped by the environment and the culture in which it exists.

4. The study of the social structure of the human mind has revealed that the mind is a complex system of interrelated parts and functions. The mind is not a single entity, but a collection of many different parts, each of which has its own function and purpose. The mind is a dynamic system, constantly changing and evolving. The mind is a social system, shaped by the environment and the culture in which it exists.

5. The study of the social structure of the human mind has revealed that the mind is a complex system of interrelated parts and functions. The mind is not a single entity, but a collection of many different parts, each of which has its own function and purpose. The mind is a dynamic system, constantly changing and evolving. The mind is a social system, shaped by the environment and the culture in which it exists.

significant difference found was in the case of agriculture graduates and graduates between 1924 and 1933. The difference between the average mark of individuals in related fields and the average mark of those in unrelated fields was not found to be significant in any part of the study.

3. The average mark of the group of graduates who between 1924 and 1933 shifted from their major fields into unrelated fields was slightly higher than that of the group who during that time shifted from unrelated fields into their major fields, but the difference was not great enough to be significant.

4. On the basis of the data presented in this study, it is impossible to predict with any degree of accuracy whether a graduate will remain in his major field merely by considering his college marks.

significant differences found in the mean of
vertical jump height and frequency between 1982 and
1983. The difference between the two groups of
individuals in related fields and the average was
of those in unrelated fields was not found to be
significant in any part of the study.

2. The average mean of the group of individuals
who between 1982 and 1983 shifted from their major
fields into unrelated fields was slightly higher than
that of the group who shifted into the related field.
Unrelated fields into their major fields, but the
difference was not found to be significant.
3. On the basis of the data presented in this
study, it is impossible to predict with any degree
of accuracy whether a graduate will remain in his
major field or by changing his major field.

APPENDIX

TABLE XI

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1932-1933, INCLUSIVE,
IN THEIR MAJOR FIELDS IN 1933

Graduate	Mark	Graduate	Mark	Graduate	Mark
1	3.93	34	3.13	67	2.87
2	3.93	35	3.12	68	2.87
3	3.83	36	3.12	69	2.86
4	3.79	37	3.12	70	2.84
5	3.70	38	3.11	71	2.84
6	3.63	39	3.10	72	2.83
7	3.62	40	3.10	73	2.82
8	3.58	41	3.08	74	2.80
9	3.58	42	3.06	75	2.80
10	3.58	43	3.04	76	2.80
11	3.56	44	3.04	77	2.79
12	3.51	45	3.02	78	2.76
13	3.50	46	3.02	79	2.75
14	3.47	47	3.01	80	2.75
15	3.47	48	3.01	81	2.73
16	3.45	49	3.01	82	2.73
17	3.41	50	2.98	83	2.73
18	3.37	51	2.98	84	2.72
19	3.35	52	2.98	85	2.72
20	3.33	53	2.98	86	2.72
21	3.29	54	2.97	87	2.71
22	3.29	55	2.97	88	2.71
23	3.29	56	2.97	89	2.70
24	3.26	57	2.96	90	2.70
25	3.26	58	2.96	91	2.70
26	3.26	59	2.95	92	2.70
27	3.25	60	2.93	93	2.70
28	3.20	61	2.93	94	2.70
29	3.20	62	2.92	95	2.69
30	3.19	63	2.92	96	2.68
31	3.12	64	2.91	97	2.68
32	3.14	65	2.89	98	2.67
33	3.14	66	2.87	99	2.67

TABLE XI (Cont'd.)

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1932-1933, INCLUSIVE,
IN THEIR MAJOR FIELDS IN 1933

Graduate	Mark	Graduate	Mark	Graduate	Mark
100	2.65	137	2.52	174	2.34
101	2.65	138	2.52	175	2.34
102	2.65	139	2.50	176	2.33
103	2.65	140	2.50	177	2.33
104	2.65	141	2.50	178	2.32
105	2.65	142	2.49	179	2.31
106	2.65	143	2.49	180	2.31
107	2.65	144	2.49	181	2.31
108	2.64	145	2.49	182	2.31
109	2.64	146	2.48	183	2.30
110	2.64	147	2.47	184	2.30
111	2.64	148	2.45	185	2.23
112	2.63	149	2.45	186	2.29
113	2.63	150	2.44	187	2.29
114	2.63	151	2.44	188	2.29
115	2.62	152	2.44	189	2.28
116	2.62	153	2.43	190	2.28
117	2.61	154	2.43	191	2.28
118	2.61	155	2.43	192	2.27
119	2.60	156	2.43	193	2.27
120	2.60	157	2.42	194	2.27
121	2.59	158	2.41	195	2.26
122	2.59	159	2.41	196	2.26
123	2.59	160	2.41	197	2.25
124	2.59	161	2.41	198	2.25
125	2.59	162	2.41	199	2.25
126	2.59	163	2.39	200	2.24
127	2.58	164	2.39	201	2.24
128	2.57	165	2.39	202	2.23
129	2.57	166	2.39	203	2.23
130	2.56	167	2.39	204	2.22
131	2.56	168	2.38	205	2.22
132	2.71	169	2.38	206	2.22
133	2.54	170	2.37	207	2.22
134	2.54	171	2.37	208	2.21

(Contd.)

STATEMENT OF ACCOUNTS OF THE
STATE OF MICHIGAN FOR THE YEAR
ENDING DECEMBER 31, 1964
IN THE STATE TREASURY

Account	Balance	Receipts	Disbursements	Balance
100	100.00	100.00	100.00	100.00
101	101.00	101.00	101.00	101.00
102	102.00	102.00	102.00	102.00
103	103.00	103.00	103.00	103.00
104	104.00	104.00	104.00	104.00
105	105.00	105.00	105.00	105.00
106	106.00	106.00	106.00	106.00
107	107.00	107.00	107.00	107.00
108	108.00	108.00	108.00	108.00
109	109.00	109.00	109.00	109.00
110	110.00	110.00	110.00	110.00
111	111.00	111.00	111.00	111.00
112	112.00	112.00	112.00	112.00
113	113.00	113.00	113.00	113.00
114	114.00	114.00	114.00	114.00
115	115.00	115.00	115.00	115.00
116	116.00	116.00	116.00	116.00
117	117.00	117.00	117.00	117.00
118	118.00	118.00	118.00	118.00
119	119.00	119.00	119.00	119.00
120	120.00	120.00	120.00	120.00
121	121.00	121.00	121.00	121.00
122	122.00	122.00	122.00	122.00
123	123.00	123.00	123.00	123.00
124	124.00	124.00	124.00	124.00
125	125.00	125.00	125.00	125.00
126	126.00	126.00	126.00	126.00
127	127.00	127.00	127.00	127.00
128	128.00	128.00	128.00	128.00
129	129.00	129.00	129.00	129.00
130	130.00	130.00	130.00	130.00
131	131.00	131.00	131.00	131.00
132	132.00	132.00	132.00	132.00
133	133.00	133.00	133.00	133.00
134	134.00	134.00	134.00	134.00
135	135.00	135.00	135.00	135.00
136	136.00	136.00	136.00	136.00
137	137.00	137.00	137.00	137.00
138	138.00	138.00	138.00	138.00
139	139.00	139.00	139.00	139.00
140	140.00	140.00	140.00	140.00
141	141.00	141.00	141.00	141.00
142	142.00	142.00	142.00	142.00
143	143.00	143.00	143.00	143.00
144	144.00	144.00	144.00	144.00
145	145.00	145.00	145.00	145.00
146	146.00	146.00	146.00	146.00
147	147.00	147.00	147.00	147.00
148	148.00	148.00	148.00	148.00
149	149.00	149.00	149.00	149.00
150	150.00	150.00	150.00	150.00

TABLE XI (Concluded)

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1932-1933, INCLUSIVE,
IN THEIR MAJOR FIELDS IN 1933

Graduate	Mark	Graduate	Mark	Graduate	Mark
135	2.53	172	2.36	209	2.21
136	2.53	173	2.35	210	2.20
211	2.20	239	2.05	268	1.77
212	2.19	240	2.04	268	1.77
213	2.18	241	2.01	269	1.76
214	2.17	242	2.03	270	1.74
215	2.17	243	2.01	271	1.74
216	2.17	244	2.01	272	1.73
217	2.16	245	2.01	273	1.73
218	2.16	246	2.00	274	1.73
219	2.16	247	1.99	275	1.69
220	2.16	248	1.97	276	1.73
221	2.16	249	1.96	277	1.66
222	2.14	250	1.95	278	1.63
223	2.14	251	1.92	279	1.62
224	2.14	252	1.92	280	1.62
225	2.14	253	1.92	281	1.62
226	2.13	254	1.91	282	1.58
227	2.12	255	1.89	283	1.54
228	2.12	256	1.89	284	1.54
229	2.12	257	1.88	285	1.48
230	2.12	258	1.88	286	1.46
231	2.11	259	1.85	287	1.37
232	2.10	260	1.84	288	1.36
233	2.09	261	1.82	289	1.36
234	2.08	262	1.82	290	1.29
235	2.08	263	1.82	291	1.25
236	2.07	264	1.82	292	1.14
237	2.06	265	1.81	293	1.10
238	2.05	266	1.80		

TABLE XII

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1932-1933, INCLUSIVE,
IN RELATED FIELDS IN 1933

Graduate	Mark	Graduate	Mark	Graduate	Mark
1	3.53	29	2.35	56	2.04
2	3.46	30	2.35	57	2.03
3	3.44	31	2.33	58	1.99
4	3.33	32	2.29	59	1.99
5	3.31	33	2.29	60	1.97
6	3.19	34	2.26	61	1.96
7	3.00	35	2.26	62	1.94
8	2.93	36	2.26	63	1.94
9	2.89	37	2.25	64	1.90
10	2.88	38	2.25	65	1.88
11	2.87	39	2.25	66	1.86
12	2.87	40	2.25	67	1.83
13	2.86	41	2.24	68	1.80
14	2.84	42	2.22	69	1.78
15	2.84	43	2.21	70	1.71
16	2.82	44	2.20	71	1.70
17	2.80	45	2.18	72	1.70
18	2.76	46	2.17	73	1.69
19	2.75	47	2.10	74	1.68
20	2.71	48	2.07	75	1.67
21	2.68	49	2.07	76	1.66
22	2.62	50	2.07	77	1.65
23	2.61	51	2.07	78	1.62
24	2.50	52	2.06	79	1.51
25	2.48	53	2.06	80	1.40
26	2.46	54	2.05	81	1.36
27	2.43	55	2.04	82	1.23
28	2.42				

TABLE VII

REMARKS ON STATE OF THE AIR AT THE
 STATION OF THE OBSERVATORY, 1881-1882.
 BY J. H. COLEMAN, JR., U.S.A.
 IN RELATION TO THE YEAR 1882.

Direction	Force	Direction	Force	Direction	Force
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90
91	92	93	94	95	96
97	98	99	100	101	102
103	104	105	106	107	108
109	110	111	112	113	114
115	116	117	118	119	120
121	122	123	124	125	126
127	128	129	130	131	132
133	134	135	136	137	138
139	140	141	142	143	144
145	146	147	148	149	150
151	152	153	154	155	156
157	158	159	160	161	162
163	164	165	166	167	168
169	170	171	172	173	174
175	176	177	178	179	180
181	182	183	184	185	186
187	188	189	190	191	192
193	194	195	196	197	198
199	200	201	202	203	204
205	206	207	208	209	210
211	212	213	214	215	216
217	218	219	220	221	222
223	224	225	226	227	228
229	230	231	232	233	234
235	236	237	238	239	240
241	242	243	244	245	246
247	248	249	250	251	252
253	254	255	256	257	258
259	260	261	262	263	264
265	266	267	268	269	270
271	272	273	274	275	276
277	278	279	280	281	282
283	284	285	286	287	288
289	290	291	292	293	294
295	296	297	298	299	300

TABLE XIII

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1932-1933, INCLUSIVE,
NOT IN THEIR MAJOR FIELDS IN 1933

Graduate	Mark	Graduate	Mark	Graduate	Mark
1	3.80	32	2.49	63	2.03
2	3.83	33	2.46	64	2.01
3	3.32	34	2.43	65	1.99
4	3.25	35	2.42	66	1.96
5	3.15	36	2.42	67	1.93
6	3.11	37	2.40	68	1.92
7	3.09	38	2.39	69	1.91
8	3.06	39	2.38	70	1.88
9	3.05	40	2.38	71	1.87
10	2.97	41	2.36	72	1.86
11	2.92	42	2.35	73	1.82
12	2.89	43	2.35	74	1.81
13	2.82	44	2.27	75	1.79
14	2.82	45	2.26	76	1.77
15	2.81	46	2.24	77	1.77
16	2.80	47	2.23	78	1.77
17	2.79	48	2.19	79	1.74
18	2.74	49	2.17	80	1.73
19	2.71	50	2.15	81	1.72
20	2.70	51	2.14	82	1.72
21	2.70	52	2.14	83	1.66
22	2.67	53	2.12	84	1.66
23	2.64	54	2.11	85	1.66
24	2.61	55	2.11	86	1.65
25	2.59	56	2.10	87	1.64
26	2.59	57	2.10	88	1.60
27	2.58	58	2.10	89	1.60
28	2.54	59	2.08	90	1.60
29	2.52	60	2.08	91	1.54
30	2.50	61	2.07	92	1.37
31	2.50	62	2.06		

Date	Time	Place	Remarks	Remarks	Remarks
.....

TABLE XIV

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE,
IN THEIR MAJOR FIELDS IN 1933

Graduate	Mark	Graduate	Mark
1	3.47	31	2.65
2	3.47	32	2.65
3	3.25	33	2.65
4	3.20	34	2.63
5	3.18	35	2.62
6	3.14	36	2.61
7	3.12	37	2.59
8	3.12	38	2.57
9	3.08	39	2.55
10	3.06	40	2.54
11	3.04	41	2.52
12	3.01	42	2.52
13	3.01	43	2.49
14	3.00	44	2.45
15	2.97	45	2.48
16	2.95	46	2.45
17	2.93	47	2.44
18	2.87	48	2.44
19	2.86	49	2.44
20	2.84	50	2.43
21	2.84	51	2.43
22	2.82	52	2.41
23	2.79	53	2.39
24	2.70	54	2.38
25	2.69	55	2.38
26	2.68	56	2.35
27	2.67	57	2.35
28	2.67	58	2.34
29	2.65	59	2.32
30	2.65	60	2.32

Date	Description	Debit	Credit

TABLE XIV (Cont'd)

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE,
IN THEIR MAJOR FIELDS IN 1933

Graduate	Mark	Graduate	Mark
61	2.31	91	1.92
62	2.30	92	1.92
63	2.30	93	1.88
64	2.30	94	1.88
65	2.29	95	1.88
66	2.28	96	1.84
67	2.28	97	1.82
68	2.27	98	1.82
69	2.27	99	1.82
70	2.26	100	1.81
71	2.25	101	1.80
72	2.23	102	1.79
73	2.22	103	1.74
74	2.22	104	1.74
75	2.17	105	1.70
76	2.16	106	1.68
77	2.14	107	1.63
78	2.14	108	1.63
79	2.13	109	1.62
80	2.12	110	1.62
81	2.09	111	1.58
82	2.05	112	1.57
83	2.04	113	1.54
84	2.04	114	1.54
85	2.01	115	1.37
86	2.00	116	1.36
87	2.00	117	1.29
88	1.97	118	1.25
89	1.96	119	1.14
90	1.93	120	1.10

Date	Description	Amount	Balance

Received of _____
 the sum of _____
 for _____

Signed _____

TABLE XV

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE,
IN RELATED FIELDS IN 1933

Graduate	Mark	Graduate	Mark
1	2.87	12	2.03
2	2.76	13	1.90
3	2.50	14	1.83
4	2.40	15	1.78
5	2.36	16	1.71
6	2.26	17	1.67
7	2.26	18	1.62
8	2.17	19	1.40
9	2.05	20	1.36
10	2.04	21	1.23
11	2.04	22	

TABLE XVI

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE,
NOT IN THEIR MAJOR FIELDS IN 1933

Graduate	Mark	Graduate	Mark	Graduate	Mark
1	3.47	12	2.42	23	2.06
2	3.15	13	2.40	24	1.87
3	3.11	14	2.39	25	1.86
4	3.06	15	2.38	26	1.81
5	3.01	16	2.35	27	1.77
6	2.80	17	2.27	28	1.77
7	2.70	18	2.23	29	1.77
8	2.64	19	2.19	30	1.66
9	2.59	20	2.17	31	1.60
10	2.52	21	2.10	32	1.60
11	2.42	22	2.08	33	1.37

TABLE 1

Summary of the results of the investigation of the effect of the concentration of the solution on the rate of the reaction.

Concentration of the solution, g/l.	Rate of the reaction, g/l. min.	Time, min.	Volume of the solution, l.
0.1	0.01	10	1.0
0.2	0.02	10	1.0
0.3	0.03	10	1.0
0.4	0.04	10	1.0
0.5	0.05	10	1.0

The results of the investigation show that the rate of the reaction increases with the concentration of the solution.

Concentration of the solution, g/l.	Rate of the reaction, g/l. min.	Time, min.	Volume of the solution, l.
0.1	0.01	10	1.0
0.2	0.02	10	1.0
0.3	0.03	10	1.0
0.4	0.04	10	1.0
0.5	0.05	10	1.0

TABLE XVII

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE,
IN THEIR MAJOR FIELDS IN 1923

Graduate	Mark	Graduate	Mark
1	3.25	31	2.64
2	3.20	32	2.63
3	3.18	33	2.62
4	3.14	34	2.61
5	3.12	35	2.59
6	3.16	36	2.57
7	3.11	37	2.55
8	3.08	38	2.52
9	3.06	39	2.52
10	3.94	40	2.49
11	3.01	41	2.45
12	3.00	42	2.45
13	2.97	43	2.44
14	2.95	44	2.44
15	2.93	45	2.44
16	2.87	46	2.43
17	2.86	47	2.42
18	2.84	48	2.41
19	2.84	49	2.40
20	2.82	50	2.39
21	2.79	51	2.38
22	2.70	52	2.38
23	2.69	53	2.35
24	2.68	54	2.35
25	2.67	55	2.34
26	2.67	56	2.32
27	2.65	57	2.32
28	2.65	58	2.31
29	2.65	59	2.31
30	2.65		

Date	Time	Location	Remarks
10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

TABLE XVII (Cont'd)

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE,
IN THEIR MAJOR FIELDS IN 1923

Graduate	Mark	Graduate	Mark
60	2.30	89	1.92
61	2.30	90	1.92
62	2.29	91	1.88
63	2.28	92	1.88
64	2.28	93	1.87
65	2.27	94	1.86
66	2.27	95	1.84
67	2.26	96	1.82
68	2.25	97	1.82
69	2.23	98	1.81
70	2.22	99	1.80
71	2.22	100	1.77
72	2.19	101	1.74
73	2.17	102	1.70
74	2.14	103	1.68
75	2.12	104	1.63
76	2.09	105	1.62
77	2.08	106	1.62
78	2.06	107	1.60
79	2.05	108	1.58
80	2.05	109	1.57
81	2.04	110	1.54
82	2.01	111	1.54
83	2.00	112	1.37
84	2.00	113	1.37
85	1.97	114	1.36
86	1.97	115	1.28
87	1.96	116	1.25
88	1.93	117	1.10

TABLE VII (Cont'd)

DISTRIBUTION OF MARKET RATES OF EXCHANGE OF U.S.
DOLLAR AGAINST CURRENCY OF VARIOUS COUNTRIES
BETWEEN 1960-1961 AND 1961-1962, INCLUSIVE,
IN THEIR VALUE RANGES IN 1962

Rate	Country	Rate	Country
1.00	80	2.30	80
1.01	80	2.31	80
1.02	80	2.32	80
1.03	80	2.33	80
1.04	80	2.34	80
1.05	80	2.35	80
1.06	80	2.36	80
1.07	80	2.37	80
1.08	80	2.38	80
1.09	80	2.39	80
1.10	80	2.40	80
1.11	80	2.41	80
1.12	80	2.42	80
1.13	80	2.43	80
1.14	80	2.44	80
1.15	80	2.45	80
1.16	80	2.46	80
1.17	80	2.47	80
1.18	80	2.48	80
1.19	80	2.49	80
1.20	80	2.50	80
1.21	80	2.51	80
1.22	80	2.52	80
1.23	80	2.53	80
1.24	80	2.54	80
1.25	80	2.55	80
1.26	80	2.56	80
1.27	80	2.57	80
1.28	80	2.58	80
1.29	80	2.59	80
1.30	80	2.60	80
1.31	80	2.61	80
1.32	80	2.62	80
1.33	80	2.63	80
1.34	80	2.64	80
1.35	80	2.65	80
1.36	80	2.66	80
1.37	80	2.67	80
1.38	80	2.68	80
1.39	80	2.69	80
1.40	80	2.70	80
1.41	80	2.71	80
1.42	80	2.72	80
1.43	80	2.73	80
1.44	80	2.74	80
1.45	80	2.75	80
1.46	80	2.76	80
1.47	80	2.77	80
1.48	80	2.78	80
1.49	80	2.79	80
1.50	80	2.80	80
1.51	80	2.81	80
1.52	80	2.82	80
1.53	80	2.83	80
1.54	80	2.84	80
1.55	80	2.85	80
1.56	80	2.86	80
1.57	80	2.87	80
1.58	80	2.88	80
1.59	80	2.89	80
1.60	80	2.90	80
1.61	80	2.91	80
1.62	80	2.92	80
1.63	80	2.93	80
1.64	80	2.94	80
1.65	80	2.95	80
1.66	80	2.96	80
1.67	80	2.97	80
1.68	80	2.98	80
1.69	80	2.99	80
1.70	80	3.00	80
1.71	80	3.01	80
1.72	80	3.02	80
1.73	80	3.03	80
1.74	80	3.04	80
1.75	80	3.05	80
1.76	80	3.06	80
1.77	80	3.07	80
1.78	80	3.08	80
1.79	80	3.09	80
1.80	80	3.10	80
1.81	80	3.11	80
1.82	80	3.12	80
1.83	80	3.13	80
1.84	80	3.14	80
1.85	80	3.15	80
1.86	80	3.16	80
1.87	80	3.17	80
1.88	80	3.18	80
1.89	80	3.19	80
1.90	80	3.20	80
1.91	80	3.21	80
1.92	80	3.22	80
1.93	80	3.23	80
1.94	80	3.24	80
1.95	80	3.25	80
1.96	80	3.26	80
1.97	80	3.27	80
1.98	80	3.28	80
1.99	80	3.29	80
2.00	80	3.30	80

TABLE XVIII

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE,
IN RELATED FIELDS IN 1923

Graduate	Mark	Graduate	Mark
1	2.42	9	1.83
2	2.36	10	1.78
3	2.26	11	1.71
4	2.17	12	1.67
5	2.05	13	1.62
6	2.04	14	1.40
7	2.03	15	1.36
8	1.90	16	1.23

TABLE XIX

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1922-1923, INCLUSIVE,
NOT IN THEIR MAJOR FIELDS IN 1923

Graduate	Mark	Graduate	Mark
1	3.47	14	2.26
2	3.06	15	2.23
3	3.01	16	2.17
4	2.80	17	2.13
5	2.70	18	2.04
6	2.64	19	1.82
7	2.59	20	1.79
8	2.54	21	1.77
9	2.52	22	1.77
10	2.42	23	1.74
11	2.39	24	1.66
12	2.38	25	1.60
13	2.27	26	1.46

Date	Description	Particulars	Amount
.....

Date	Description	Particulars	Amount
.....

TABLE XX

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
WHO LEFT THEIR MAJOR FIELDS BETWEEN
1923 AND 1933, INCLUSIVE

Graduate	Mark	Graduate	Mark
1	3.11	7	1.87
2	2.42	8	1.86
3	2.40	9	1.81
4	2.19	10	1.77
5	2.08	11	1.60
6	2.06	12	1.37

TABLE 1
PERCENTAGE OF AVERAGE YIELD OF WHEAT
IN THE DISTRICT OF COLUMBIA
AND ADJACENT AREAS
1925 AND 1926

Year	Percentage	Year	Percentage
1925	9	1926	10
1926	10	1927	11
1927	11	1928	12
1928	12	1929	13
1929	13	1930	14
1930	14	1931	15
1931	15	1932	16
1932	16	1933	17
1933	17	1934	18
1934	18	1935	19
1935	19	1936	20
1936	20	1937	21
1937	21	1938	22
1938	22	1939	23
1939	23	1940	24
1940	24	1941	25
1941	25	1942	26
1942	26	1943	27
1943	27	1944	28
1944	28	1945	29
1945	29	1946	30
1946	30	1947	31
1947	31	1948	32
1948	32	1949	33
1949	33	1950	34
1950	34	1951	35
1951	35	1952	36
1952	36	1953	37
1953	37	1954	38
1954	38	1955	39
1955	39	1956	40
1956	40	1957	41
1957	41	1958	42
1958	42	1959	43
1959	43	1960	44
1960	44	1961	45
1961	45	1962	46
1962	46	1963	47
1963	47	1964	48
1964	48	1965	49
1965	49	1966	50
1966	50	1967	51
1967	51	1968	52
1968	52	1969	53
1969	53	1970	54
1970	54	1971	55
1971	55	1972	56
1972	56	1973	57
1973	57	1974	58
1974	58	1975	59
1975	59	1976	60
1976	60	1977	61
1977	61	1978	62
1978	62	1979	63
1979	63	1980	64
1980	64	1981	65
1981	65	1982	66
1982	66	1983	67
1983	67	1984	68
1984	68	1985	69
1985	69	1986	70
1986	70	1987	71
1987	71	1988	72
1988	72	1989	73
1989	73	1990	74
1990	74	1991	75
1991	75	1992	76
1992	76	1993	77
1993	77	1994	78
1994	78	1995	79
1995	79	1996	80
1996	80	1997	81
1997	81	1998	82
1998	82	1999	83
1999	83	2000	84
2000	84	2001	85
2001	85	2002	86
2002	86	2003	87
2003	87	2004	88
2004	88	2005	89
2005	89	2006	90
2006	90	2007	91
2007	91	2008	92
2008	92	2009	93
2009	93	2010	94
2010	94	2011	95
2011	95	2012	96
2012	96	2013	97
2013	97	2014	98
2014	98	2015	99
2015	99	2016	100
2016	100	2017	101
2017	101	2018	102
2018	102	2019	103
2019	103	2020	104
2020	104	2021	105
2021	105	2022	106
2022	106	2023	107
2023	107	2024	108
2024	108	2025	109
2025	109	2026	110
2026	110	2027	111
2027	111	2028	112
2028	112	2029	113
2029	113	2030	114
2030	114	2031	115
2031	115	2032	116
2032	116	2033	117
2033	117	2034	118
2034	118	2035	119
2035	119	2036	120
2036	120	2037	121
2037	121	2038	122
2038	122	2039	123
2039	123	2040	124
2040	124	2041	125
2041	125	2042	126
2042	126	2043	127
2043	127	2044	128
2044	128	2045	129
2045	129	2046	130
2046	130	2047	131
2047	131	2048	132
2048	132	2049	133
2049	133	2050	134
2050	134	2051	135
2051	135	2052	136
2052	136	2053	137
2053	137	2054	138
2054	138	2055	139
2055	139	2056	140
2056	140	2057	141
2057	141	2058	142
2058	142	2059	143
2059	143	2060	144
2060	144	2061	145
2061	145	2062	146
2062	146	2063	147
2063	147	2064	148
2064	148	2065	149
2065	149	2066	150
2066	150	2067	151
2067	151	2068	152
2068	152	2069	153
2069	153	2070	154
2070	154	2071	155
2071	155	2072	156
2072	156	2073	157
2073	157	2074	158
2074	158	2075	159
2075	159	2076	160
2076	160	2077	161
2077	161	2078	162
2078	162	2079	163
2079	163	2080	164
2080	164	2081	165
2081	165	2082	166
2082	166	2083	167
2083	167	2084	168
2084	168	2085	169
2085	169	2086	170
2086	170	2087	171
2087	171	2088	172
2088	172	2089	173
2089	173	2090	174
2090	174	2091	175
2091	175	2092	176
2092	176	2093	177
2093	177	2094	178
2094	178	2095	179
2095	179	2096	180
2096	180	2097	181
2097	181	2098	182
2098	182	2099	183
2099	183	2100	184
2100	184	2101	185
2101	185	2102	186
2102	186	2103	187
2103	187	2104	188
2104	188	2105	189
2105	189	2106	190
2106	190	2107	191
2107	191	2108	192
2108	192	2109	193
2109	193	2110	194
2110	194	2111	195
2111	195	2112	196
2112	196	2113	197
2113	197	2114	198
2114	198	2115	199
2115	199	2116	200
2116	200	2117	201
2117	201	2118	202
2118	202	2119	203
2119	203	2120	204
2120	204	2121	205
2121	205	2122	206
2122	206	2123	207
2123	207	2124	208
2124	208	2125	209
2125	209	2126	210
2126	210	2127	211
2127	211	2128	212
2128	212	2129	213
2129	213	2130	214
2130	214	2131	215
2131	215	2132	216
2132	216	2133	217
2133	217	2134	218
2134	218	2135	219
2135	219	2136	220
2136	220	2137	221
2137	221	2138	222
2138	222	2139	223
2139	223	2140	224
2140	224	2141	225
2141	225	2142	226
2142	226	2143	227
2143	227	2144	228
2144	228	2145	229
2145	229	2146	230
2146	230	2147	231
2147	231	2148	232
2148	232	2149	233
2149	233	2150	234
2150	234	2151	235
2151	235	2152	236
2152	236	2153	237
2153	237	2154	238
2154	238	2155	239
2155	239	2156	240
2156	240	2157	241
2157	241	2158	242
2158	242	2159	243
2159	243	2160	244
2160	244	2161	245
2161	245	2162	246
2162	246	2163	247
2163	247	2164	248
2164	248	2165	249
2165	249	2166	250
2166	250	2167	251
2167	251	2168	252
2168	252	2169	253
2169	253	2170	254
2170	254	2171	255
2171	255	2172	256
2172	256	2173	257
2173	257	2174	258
2174	258	2175	259
2175	259	2176	260
2176	260	2177	261
2177	261	2178	262
2178	262	2179	263
2179	263	2180	264
2180	264	2181	265
2181	265	2182	266
2182	266	2183	267
2183	267	2184	268
2184	268	2185	269
2185	269	2186	270
2186	270	2187	271
2187	271	2188	272
2188	272	2189	273
2189	273	2190	274
2190	274	2191	275
2191	275	2192	276
2192	276	2193	277
2193	277	2194	278
2194	278	2195	279
2195	279	2196	280
2196	280	2197	281
2197	281	2198	282
2198	282	2199	283
2199	283	2200	284
2200	284	2201	285
2201	285	2202	286
2202	286	2203	287
2203	287	2204	288
2204	288	2205	289
2205	289	2206	290
2206	290	2207	291
2207	291	2208	292
2208	292	2209	293
2209	293	2210	294
2210	294	2211	295
2211	295	2212	296
2212	296	2213	297
2213	297	2214	298
2214	298	2215	299
2215	299	2216	300
2216	300	2217	301
2217	301	2218	302
2218	302	2219	303
2219	303	2220	304
2220	304	2221	305
2221	305	2222	306
2222	306	2223	307
2223	307	2224	308
2224	308	2225	309
2225	309	2226	310
2226	310	2227	311
2227	311	2228	312
2228	312	2229	313
2229	313	2230	314
2230	314	2231	315
2231	315	2232	316
2232	316	2233	317
2233	317	2234	318
2234	318	2235	319
2235	319	2236	320
2236	320	2237	321
2237	321	2238	322
2238	322	2239	323
2239	323	2240	324
2240	324	2241	325
2241	325	2242	326
2242	326	2243	327
2243	327	2244	328
2244	328	2245	329
2245	329	2246	330
2246	330	2247	331
2247	331	2248	332
2248	332	2249	333
2249	333	2250	334
2250	334	2251	335
2			

TABLE XXI

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1923-1924 AND 1932-1933, INCLUSIVE,
IN THEIR MAJOR FIELDS IN 1933

Graduate	Mark	Graduate	Mark	Graduate	Mark
1	3.93	32	3.11	63	2.73
2	3.93	33	3.10	64	2.73
3	3.83	34	3.10	65	2.72
4	3.79	35	3.04	66	2.72
5	3.70	36	3.02	67	2.72
6	3.63	37	3.02	68	2.71
7	3.62	38	3.01	69	2.71
8	3.58	39	2.98	70	2.70
9	3.58	40	2.98	71	2.70
10	3.58	41	2.98	72	2.70
11	3.56	42	2.98	73	2.70
12	3.51	43	2.97	74	2.70
13	3.50	44	2.96	75	2.68
14	3.47	45	2.96	76	2.65
15	3.45	46	2.93	77	2.65
16	3.41	47	2.92	78	2.65
17	3.37	48	2.92	79	2.65
18	3.35	49	2.91	80	2.64
19	3.33	50	2.89	81	2.64
20	3.29	51	2.87	82	2.64
21	3.29	52	2.87	83	2.63
22	3.29	53	2.83	84	2.63
23	3.26	54	2.82	85	2.61
24	3.26	55	2.82	86	2.61
25	3.26	56	2.80	87	2.60
26	3.20	57	2.80	88	2.60
27	3.19	58	2.80	89	2.59
28	3.14	59	2.76	90	2.59
29	3.14	60	2.75	91	2.59
30	3.13	61	2.75	92	2.59
31	3.12	62	2.73	93	2.59

TABLE XXI (Cont'd)

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1923-1924 AND 1932-1933, INCLUSIVE,
IN THEIR MAJOR FIELDS IN 1933

Graduate	Mark	Graduate	Mark	Graduate	Mark
94	2.58	125	2.33	156	2.14
95	2.57	126	2.31	157	2.12
96	2.56	127	2.31	158	2.12
97	2.56	128	2.31	159	2.12
98	2.53	129	2.30	160	2.11
99	2.53	130	2.30	161	2.10
100	2.53	131	2.29	162	2.08
101	2.50	132	2.29	163	2.08
102	2.50	133	2.28	164	2.07
103	2.50	134	2.27	165	2.04
104	2.49	135	2.26	166	2.03
105	2.49	136	2.25	167	2.01
106	2.49	137	2.25	168	2.01
107	2.49	138	2.24	169	1.99
108	2.47	139	2.24	170	1.96
109	2.43	140	2.23	171	1.95
110	2.43	141	2.22	172	1.92
111	2.42	142	2.22	173	1.92
112	2.41	143	2.21	174	1.89
113	2.41	144	2.21	175	1.85
114	2.41	145	2.20	176	1.82
115	2.41	146	2.20	177	1.77
116	2.39	147	2.19	178	1.76
117	2.39	148	2.18	179	1.73
118	2.39	149	2.17	180	1.73
119	2.39	150	2.17	181	1.73
120	2.37	151	2.16	182	1.69
121	2.37	152	2.16	183	1.66
122	2.36	153	2.16	184	1.62
123	2.34	154	2.16	185	1.48
124	2.33	155	2.14	186	1.36

TABLE XXII

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1923-1924 AND 1932-1933, INCLUSIVE,
IN RELATED FIELDS IN 1933

Graduate	Mark	Graduate	Mark
1	3.53	31	2.26
2	3.46	32	2.26
3	3.44	33	2.25
4	3.33	34	2.24
5	3.31	35	2.22
6	3.19	36	2.21
7	2.93	37	2.20
8	2.92	38	2.18
9	2.89	39	2.10
10	2.88	40	2.07
11	2.87	41	2.07
12	2.86	42	2.07
13	2.84	43	2.07
14	2.84	44	2.06
15	2.82	45	2.06
16	2.80	46	1.99
17	2.75	47	1.99
18	2.71	48	1.96
19	2.68	49	1.94
20	2.62	50	1.94
21	2.61	51	1.88
22	2.50	52	1.86
23	2.48	53	1.80
24	2.46	54	1.70
25	2.43	55	1.70
26	2.35	56	1.69
27	2.33	57	1.68
28	2.29	58	1.66
29	2.29	59	1.65
30	2.26		

TABLE XXIII

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1923-1924 AND 1932-1933, INCLUSIVE,
NOT IN THEIR MAJOR FIELDS IN 1933

Graduate	Mark	Graduate	Mark
1	3.80	33	2.14
2	3.63	34	2.14
3	3.32	35	2.12
4	3.25	36	2.11
5	3.15	37	2.11
6	3.09	38	2.10
7	3.05	39	2.10
8	2.97	40	2.08
9	2.89	41	2.07
10	2.82	42	2.06
11	2.82	43	2.03
12	2.81	44	2.01
13	2.79	45	1.99
14	2.74	46	1.96
15	2.71	47	1.93
16	2.70	48	1.92
17	2.67	49	1.91
18	2.61	50	1.88
19	2.59	51	1.82
20	2.58	52	1.79
21	2.54	53	1.74
22	2.50	54	1.73
23	2.50	55	1.73
24	2.46	56	1.72
25	2.43	57	1.66
26	2.38	58	1.66
27	2.36	59	1.65
28	2.35	60	1.64
29	2.26	61	1.60
30	2.25	62	1.51
31	2.24	63	1.50
32	2.15		

TABLE XXIV

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1912-1913, INCLUSIVE,
IN THEIR MAJOR FIELDS IN 1933

Graduate	Mark	Graduate	Mark
1	3.20	32	2.30
2	3.18	33	2.28
3	3.14	34	2.28
4	3.12	35	2.27
5	3.01	36	2.26
6	2.86	37	2.23
7	2.84	38	2.22
8	2.82	39	2.17
9	2.79	40	2.13
10	2.79	41	2.12
11	2.70	42	2.09
12	2.69	43	2.00
13	2.67	44	1.97
14	2.67	45	1.91
15	2.66	46	1.88
16	2.65	47	1.88
17	2.65	48	1.84
18	2.63	49	1.82
19	2.60	50	1.80
20	2.59	51	1.79
21	2.52	52	1.76
22	2.52	53	1.63
23	2.49	54	1.63
24	2.45	55	1.62
25	2.44	56	1.62
26	2.44	57	1.62
27	2.43	58	1.58
28	2.43	59	1.57
29	2.39	60	1.46
30	2.39	61	1.37
31	2.38	62	1.36

Date	Place	Time	Remarks

TABLE XXV

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1912-1913, INCLUSIVE,
IN THEIR MAJOR FIELDS IN 1933

Graduate	Mark	Graduate	Mark
1	3.00	6	1.90
2	2.76	7	1.71
3	2.17	8	1.67
4	2.05	9	1.51
5	2.03	10	1.28

TABLE XXVI

DISTRIBUTION OF AVERAGE MARKS OF GRADUATES OF NEW
MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS
BETWEEN 1899-1900 AND 1912-1913, INCLUSIVE,
NOT IN THEIR MAJOR FIELDS IN 1933

Graduate	Mark	Graduate	Mark
1	3.19	9	2.27
2	2.59	10	2.23
3	2.52	11	2.03
4	2.42	12	1.94
5	2.40	13	1.77
6	2.39	14	1.66
7	2.38	15	1.60
8	2.38	16	1.37

No.	Name	Age	Sex
1	John Smith	25	M
2	Mary Jones	22	F
3	James Brown	28	M
4	Elizabeth White	20	F
5	Robert Black	30	M

No.	Name	Age	Sex
6	William Green	27	M
7	Sarah Lee	23	F
8	Thomas Hall	29	M
9	Anna King	21	F
10	George Young	31	M

INQUIRY BLANK USED TO COLLECT INFORMATION ON GRADUATES
OF NEW MEXICO COLLEGE OF AGRICULTURE AND
MECHANIC ARTS

NEW MEXICO STATE COLLEGE
OF AGRICULTURE AND MECHANIC ARTS

STATE COLLEGE, NEW MEXICO

January 11, 1934

Dear Alumnus:

Within the next month or two the New Mexico State College will publish in booklet form a list of alumni, a copy of which will be mailed to every alumnus. The degree of correctness of the data contained therein depends upon the cooperation of every graduate. Please fill in the following form and return it in the enclosed stamped envelope at your earliest convenience.

Last name _____ First name _____ Middle name _____

Present address _____

Permanent address _____

Graduated _____ Degree _____ Major _____
Year

Class honor: Valedictorian _____ Salutatorian _____

Adv. Degrees _____ Institution _____ Year _____

Married _____ Year _____ Maiden name of wife, or husband's name _____

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INQUIRY BLANK USED TO COLLECT INFORMATION ON GRADUATES
OF NEW MEXICO COLLEGE OF AGRICULTURE AND
MECHANIC ARTS (Cont'd)

Children: Boys _____ Girls _____
 Number Number

Military Service _____

Present Position _____
(Married women who are not working will

_____ please list husband's position.)

Date when present position was taken _____

Enclosed is a list of alumni whose addresses are not known. If you happen to know the address of any of them or persons who might know their addresses please give us the information.

A prompt return of the questionnaire and any information you may give us will be greatly appreciated.

Very truly yours,

Era Rentfrow,
Registrar.

EXAMPLE: Doe, John Marshall, 1911, B.S., Valedictorian; Biology major; M.S., Cornell U. 1914. 1917-1919 Military Service; U.S. Navy; pte. m. 1916. Elizabeth Canning. 2 g., 1 d. 1923 - Bureau of Plant Quarantine, Room 9, Federal Building, El Paso, Texas.

ER/tf

THEORY OF THE EARTH AND ITS HISTORY

BY J. D. DILLON

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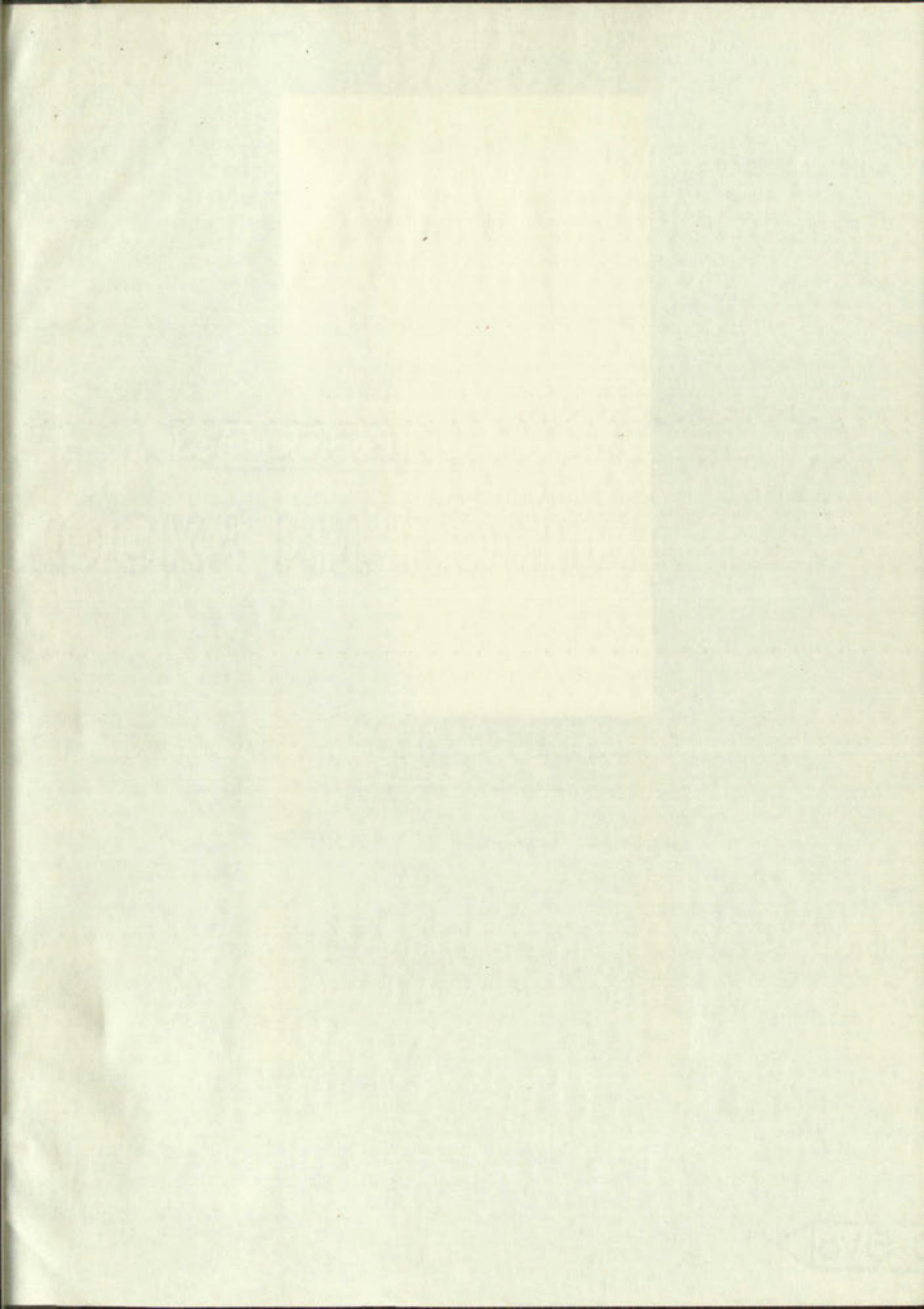
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J. E. Seyfried,
Major Professor

A. M. H. Houghton



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