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THE RELATIONSHIP OF NYA EMPLOYMENT TO STUDENTS'
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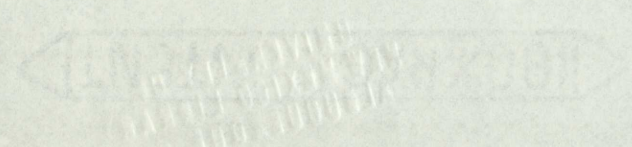
By
Van Deusen Clark

A Thesis
Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1937

THE UNIVERSITY OF THE STATE OF NEW YORK
IN SENATE



REPORT OF THE COMMISSIONER OF THE DEPARTMENT OF THE ENVIRONMENT
FOR THE YEAR ENDING DECEMBER 31, 1964

THE COMMISSIONER OF THE DEPARTMENT OF THE ENVIRONMENT
HAS THE HONOR TO SUBMIT TO THE SENATE
THE FOLLOWING REPORT FOR THE YEAR ENDING
DECEMBER 31, 1964.

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This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

George F. Hammond
DEAN

June 5, 1937
DATE

Thesis committee

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This report is one of the series of reports
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CHAPTER I

INTRODUCTION

This study is divided into eight parts. The first chapter deals with the importance of the study, review of related studies, statement of the problem, definition and delimitations, sources of the data, and procedure. Chapters II, III, and IV are concerned with the semesters 1935-36 (1), 1935-36 (2), and 1936-37 (1) respectively, and in which NYA workers and non-workers are compared. Chapter V is a summation of the results found from the study of these three semesters. Chapter VI is a comparison of NYA workers with a group of like students, in which the work factor was uncontrolled. Chapter VII attempts to establish the relationship, of grades and intelligence and the influence of work upon this relationship. Chapter VIII contains conclusions.

Importance of the study. Colleges and universities generally have a number of students who must have employment in order to attend school. The results of a questionnaire¹ given to the students of the University of New Mexico in April, 1937 show that the 72.5 per cent who answered, 52.3 per cent were engaged in outside employment. Even without full returns from the questionnaire it is easy to see that the percentage of students who are employed and attend school approximates

¹ Appendix p, 52.

fifty per cent of the total student body. Results from the questionnaire also show that employment takes about two and one-third hours per day of a working student's time.² The question arises: do these students sacrifice a good scholastic record because of gainful employment?

Our study should be of interest to educational administrators who formulate policies regarding the size of students' class load in relation to outside employment. Class loads are arbitrary unless based on facts. It is hoped that some facts pertinent to the problem of student employment will be made available by this study.

Review of Related studies. Many studies have been made regarding the scholarship of different categories of students--that is, men and women, fraternity and non-fraternity, etc.--and the relation of grades to extra-curricular activities, class schedules, special aptitudes, and intelligence. Few studies were found that touch directly upon the problem of employment in relation to grades. F. C. Touton³ studied the scholastic aptitude and achievement of FERA⁴ working students by comparing these two factors with a random sampling of the remainder of the student body. With 268 in the SERA⁵ group

² Appendix pp. 53-55.

³ Frank C. Touton, "Scholastic Aptitudes and Achievements of FERA students," School and Society 42:269-71, August 24, 1935.

⁴ Federal Emergency Relief Administration.

⁵ State Emergency Relief Administration.

and 499 in the non-SERA group, he found that the SERA group averaged slightly higher on the aptitude test and tended to make slightly better grades. The work factor was not controlled. M. E. Wagner⁶ and others equated two groups of students, an FERA working group and a non-working group. Only freshmen and sophomore students were used and it was found that the FERA workers made slightly better grades than did non-workers. In both studies it was concluded that the nature of the employment probably accounted for the superior grades of the working groups.

Statement of the problem. The problem is essentially the question: What, if any, is the relationship of NYA employment on students' grades? Is intelligence a factor in this relationship?

Definitions and Delimitations. The term NYA as used in this study refers to the National Youth Administration.

For the purpose of this study students who averaged thirty hours or more per month of NYA employment were considered as the working group. The non-working group was composed of regularly enrolled students who did not engage in gainful employment. The percentile ratings attained by students on the Psychological examination taken upon entrance

⁶ M. E. Wagner and others, "The Effect of FERA Employment Upon College Grades," School and Society, 45:24-6, January 2, 1937.

to the University were used in equating the two groups. Other categories used in equating the work groups and the control groups were age, sex, school year, and college. The first semester of the year 1935-36 is written 1935-36 (1), the second semester of 1935-36 is written 1935-36 (2), and the first semester of 1936-37 is written 1936-37 (1).

NYA working students were compared with non-working students for the three semesters 1935-36 (1), 1935-36 (2), and 1936-37 (1). For the semester 1936-37 (1) NYA working students were also compared with students equated in the same manner as outlined above except that the factor of work was not controlled for the non-NYA group.

Sources of data. Percentile ratings on the psychological examination were obtained from the files of the Psychology Department and the Personnel Office. Hours worked for NYA were secured from the Bursar's Office. Grades, colleges, ages, and sex were obtained from the Registrar's Office.

The control groups were selected from students who did not participate in NYA employment.

Procedure. From the NYA pay rolls for the semesters 1935-36 (1), 1935-36(2), and 1936-37 (1) lists were made of students who worked at least thirty hours per month for any period. While the first semester periods end about February first, the tenth was chosen as the limit of working time as the NYA fiscal month runs from the tenth to the ninth. The

to the United States and to the United Kingdom. Other countries and the United Nations have also been involved in the control of the situation. The first report of the situation was received on 15-10-1955. The second report was received on 15-10-1955. The third report was received on 15-10-1955. The fourth report was received on 15-10-1955. The fifth report was received on 15-10-1955. The sixth report was received on 15-10-1955. The seventh report was received on 15-10-1955. The eighth report was received on 15-10-1955. The ninth report was received on 15-10-1955. The tenth report was received on 15-10-1955. The eleventh report was received on 15-10-1955. The twelfth report was received on 15-10-1955. The thirteenth report was received on 15-10-1955. The fourteenth report was received on 15-10-1955. The fifteenth report was received on 15-10-1955. The sixteenth report was received on 15-10-1955. The seventeenth report was received on 15-10-1955. 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first semesters studied include five months work and the second semester includes four months work.

For the students in these three NYA groups, intelligence (percentile rank on the psychological examination), age, sex, school year, and college were found. From the remainder of the student body who had answered a questionnaire as to the amount of gainful employment for the past three semesters were selected non-working groups comparable in the five respects mentioned above. Means were computed to determine the accuracy of equating. Tables were drawn up to show the number of working and non-working students of each sex, college, and school year. To judge the validity of the matching by age and intelligence, tables were formulated to show the means, medians, and standard deviations.

The class load of the groups was not matched as it was felt that this would make another point for comparison between working and non-working students. Hotz and Trice made a study of the relation of an abnormal weekly schedule to grade point average and concluded that:

The chief implications of this study are that the dangers involved in permitting certain students to carry an abnormally heavy schedule have been unduly exaggerated and that many students can profitably, and with no consequent lowering of grade point averages, carry a heavier load than most college regulations permit.⁷

⁷ H. G. Hotz, and J. A. Trice, "The Relation of an Abnormal Weekly Schedule to Grade Point Averages." School and Society 39:422-4, March 31, 1934.

first session of the Council of the League of Nations

second session of the Council of the League of Nations

For the Council of the League of Nations

Geneva (Switzerland) on the 20th of September 1920

and, now, second year, and the first year of the

reception of the League of Nations

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Only in Chapter VI, which is concerned with a comparison of NYA working students with a selected group in which the work factor was uncontrolled, were students used who did not fill out the questionnaire. This comparison was made in order to note any differences NYA and non-NYA employment might make. Since some of the NYA students for the semester 1936-37 (1) left school at the end of that semester it was impossible to determine exactly the amount of other employment carried by that group.

The letter grades used at the University of New Mexico were given the following numerical values: A-6, B-5, C-4, D-3, I-2, X-2, F-1, and WF-1. This was done to facilitate averaging grades and to make final figures simpler. The term "grade points" as used throughout this study refers to the above evaluation of letter grades and is not equivalent to the term "grade points" as used by the Registrar's Office.

With the four equated groups comparisons were made regarding class loads, grade averages, and the significance of the differences of these averages, and the percentage of grades earned in relation to the total hours carried. These comparisons were made for the groups as a whole and then the groups were broken down and comparisons made for men and women separately.

Grades for the three groups for the semesters 1935-36 (1), 1935-36 (2), and 1936-37 (1) were distributed according to quarter divisions of the intelligence examination scores.

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This distribution was made by semesters, by sex, and groups for NYA workers and non-workers. No such distribution was made when NYA workers were compared with a group of students in which the work factor was not controlled (1936-37(1)), for the NYA group was, naturally, identical and the selected groups overlapped.

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CHAPTER II

NYA WORKERS AND NON-WORKING STUDENTS

1935-36 (1)

General. All students who worked at least thirty hours per month for the NYA for the semester 1935-36 (1) were selected for the working group. This group does not contain any senior students as all seniors had graduated before this study was made and it was impossible to equate them with non-working students. The working group was composed of forty-five men and forty-seven women, with forty-five students from the College of Arts and Sciences, thirty-nine from the College of Education, and eight from the College of Engineering. Breaking the group down into school years shows twenty-five freshmen, forty sophomores, and twenty-seven junior students. The control group does not vary from these figures (Table I).

The working group worked an average of 43.56 hours per month for the NYA (Table II). In addition to their regular NYA employment, three women and sixteen men spent an average of 76.47 hours per month at other employment.

Age. The NYA group averages 0.28 years older than the control group. This difference occurs largely within the NYA women group (Table III) and is due to the fact that a few NYA cases were older than any women left in the non-working group.

RESULTS

The results of the study are presented in Table 1.

Table 1

Table 1. All data are presented in Table 1.

per month for the study. The results are presented in Table 1.

selected for the study. The results are presented in Table 1.

any other and that of all subjects was the same.

study was conducted in a laboratory setting with a control

group of subjects. The results are presented in Table 1.

five subjects. The results are presented in Table 1.

the College of Arts and Sciences. The results are presented in Table 1.

College of Education. The results are presented in Table 1.

the results are presented in Table 1.

twenty-five subjects. The results are presented in Table 1.

Junior-Senior. The results are presented in Table 1.

Twenty-five (Table 1).

The results are presented in Table 1.

per month for the study. The results are presented in Table 1.

regular and irregular. The results are presented in Table 1.

average of 7.5. The results are presented in Table 1.

Table 1. The results are presented in Table 1.

control group. The results are presented in Table 1.

women from 1971 to 1973. The results are presented in Table 1.

Table 1. The results are presented in Table 1.

TABLE I
COMPARATIVE DATA ON CONTROL AND
NYA GROUPS 1935-36 (1)

	No.	College			Sex		Class in University		
		A & S	Educ.	Eng.	M	F	Fresh	Soph	Junior
Con Group	92	45+	39	8	45	47	25	40	27
NYA Group	92	45	39	8	45	47	25	40	27

TABLE II
HOURS WORKED BY THE NYA GROUP
1935-36 (1)

	No.	Mean	Median	S. D.
NYA work				
Group	92	217.80	215	42.00
Men	45	211.67	212	42.16
Women	47	223.72	219	42.70
Other Employment				
Group	19	378.50		
Men	16	392.50		
Women	3	300.00		

There is almost one year difference in the sigma or standard deviation of the two women groups with the greater variability being found in the NYA group. The NYA women were older than the NYA men and the control group women. NYA men were older than the non-working men by a negligible amount.

Intelligence. In intelligence the control group, both men and women, exceeded the NYA group by about three-fourths of one percentile rank (Table III). Again this is due to the limited choice for the control group, but the difference should not affect the results. The standard deviation for the two groups shows that the control group varies more from the mean than does the NYA group.

The average percentile rank for the NYA men was 65.80 and for the women 61.40. As a good many of the NYA group were picked on a basis of scholarship this group should rank somewhat higher than the University as a whole.

Academic load. The NYA group, as a whole, carried 0.37 hours less class work than did the non-working group (Table III), with the greatest difference occurring between the groups of women. NYA men and non-working men differed only 0.02 hours while NYA women carried 0.80 hours less than did non-working women.

The NYA hours carried show a greater variability than do the comparable group, with greater variability for the men than for the women.

There is almost one year difference in the mean of the deviation of the two series, the first being 1940 and the second 1941. The difference is due to the fact that the X-ray men and the control group, with few exceptions, than the non-working men by a few years.

Intellectual In intellectual and cultural work, men and women, exercised the same activity in the same of one particular kind of work. The difference is in the limited number of the control group, the first series should not exceed the number. The difference between the two groups remained the same. The mean of the two series is 1940. The average percentage of the two series is 100.0 and for the women 99.5. The difference is due to the fact that were slight of the control group, the first series is somewhat higher than the second series.

Physical The physical work of the two series is 0.37 for the first series and 0.35 for the second series (Table III). The difference is due to the fact that the number of work of the control group is 0.37 and the number of work of the non-working men is 0.35.

The difference between the two series is 0.02. The difference is due to the fact that the number of work of the control group is 0.37 and the number of work of the non-working men is 0.35.

TABLE III

COMPARISON OF EQUATED GROUPS 1935-36 (1)

		AGE			PERCENTILE RANK			CLASS HOURS CARRIED		
	No.	Mean	Median	S.D.	Mean	Median	S.D.	Mean	Median	S.D.
Con Group	92	20.48	20	3.66	63.59	68.00	29.40	16.04	16	2.02
NYA Group	92	20.20	20	3.12	64.35	69.00	29.77	16.41	17	1.63
Difference		-.28		-.54	+.76		+.37	+.37		
NYA Men	45	20.44	20	2.42	65.80	71.25	28.36	16.53	16	2.34
Con Men	45	20.42	20	2.38	66.67	76.25	28.69	16.55	17	1.79
Difference		-.02		+.04	+.87		+.33	+.02		
NYA Women	47	20.53	19	4.52	61.40	65.83	30.20	15.47	16	1.51
Con Women	47	19.98	19	3.64	62.03	65.00	30.59	16.27	17	1.44
Difference		-.55		-.88	+.63		+.39	+.80		

Grades. When the two groups were compared for grade averages, there was no difference (Table IV); both averaging 4.56 grade points which is about C plus according to the system of grading at the University of New Mexico.

The NYA grades show more tendency to scatter from the mean than do those of the equated group. NYA women are the exception here with a smaller sigma or standard deviation than the comparable women group. This would indicate that all NYA women tended to carry a slightly lower class load and to make slightly lower grades for the semester 1935-36 (1).

The NYA women were lower by 0.13 grade points than the non-working women and the NYA men were 0.14 grade points higher than non-working men. This shows that the men tend to carry employment slightly more successfully than do women. In fact, in comparison with the equated groups, the men seem to make better grades when they work (Table V).

Non-working women made 1.02 per cent more hours of A than did NYA women, but NYA women made 8.42 per cent more hours of B than non-working women. Non-working men made 2.59 per cent and 5.56 per cent less hours of A and B respectively than did NYA men. The P.E. of the difference between the grade averages of the two groups is ± 0.079 . This difference is not statistically reliable.

TABLE IV
GRADE AVERAGES OF THE NYA AND CONTROL
GROUP 1935-36 (1)

	No.	M	PE of M	Mdn	S.D.	PE of Diff	D/PEDIFF
NYA Group	92	4.56	$\pm .058$	4.60	.800		
Con Group	92	4.56	$\pm .054$	4.58	.774		
Difference		.00			$\pm .026$	$\pm .079$	
NYA Men	45	4.61	$\pm .081$	4.70	.808		
Con Men	45	4.47	$\pm .084$	4.67	.844		
Difference		-.14			-.036	$\pm .116$	1.20
NYA women	47	4.52	$\pm .085$	4.50	.863		
Con women	47	4.65	$\pm .067$	4.57	.684		
Difference		+.13			+.182	$\pm .108$	1.20

TABLE V
PERCENTAGE OF GRADES RECEIVED BY NYA AND CONTROL GROUPS
1935-36 (1)

	N	A	B	C	D	I	X	F	WF	TOTAL HOURS
NYA Group	92	22.96%	35.34%	26.40%	8.94%	3.25%	.74%	2.37%	0.00%	1477
Con Group	92	20.99%	36.49%	28.75%	17.34%	.86%	.99%	2.05%	.53%	1510
Difference		+1.97%	-1.15%	-2.55%	-10.40%	+2.39%	-.25%	+.32%	-.53%	-33
NYA Men	45	24.87%	38.19%	20.98%	8.92%	2.39%	1.13%	5.52%	0.00%	796
Con Men	45	22.28%	32.63%	28.18%	10.35%	.92%	1.84%	3.28%	.52%	763
Difference		+2.59%	+5.56%	-7.20%	+1.43%	+1.47%	-.71%	+.24%	-.52%	+33
NYA Women	47	20.70%	32.01%	32.75%	8.96%	4.26%	.29%	1.03%	0.00%	681
Con Women	47	19.68%	40.43%	29.32%	8.30%	.80%	.13%	.80%	.54%	747
Difference		+1.02%	+8.42%	+3.43%	-0.66%	+3.46%	+.16%	+.23%	-.54%	-66

Summary and conclusions. From the records for 1935-36 (1) a list of all NYA freshmen, sophomores, and juniors who had worked a minimum of 150 hours for the semester were equated with a comparable group of students who had not been gainfully employed while attending school for that period. These two groups were composed of forty-five men and forty-seven women with twenty-five freshmen, forty sophomores, and twenty-seven juniors. Seniors were not used in this study. A comparable non-working group could not be found because all seniors had graduated before the questionnaire regarding past employment was submitted to the student body.

The equated group approximated the NYA group fairly closely, the greatest difference being apparent in the standard deviations of the distributions. Means for groups were more nearly equal than were the means of distribution when broken down into men and women groups.

Grade averages were 4.56 points for both groups and this is approximately equivalent to C plus at the University of New Mexico. The NYA women were 0.13 grade points lower and the NYA men 0.14 grade points higher than the comparable groups of non-working men and women. The NYA women carried 15.47 hours of class work. This is 0.80 hours less than non-working women, 1.08 hours less than non-working men, and 1.06 hours less than NYA men.

From the above results it seems that:

1. The NYA group carried fewer class hours than did the control group. NYA men practically equaled

Summary and conclusions of the investigation

1933-34 (1) a list of all the cases of poliomyelitis who had received a diagnosis of the disease during the period 1933-34. The list was obtained from the records of the Health Department and was checked with the records of the various hospitals and clinics. The list was then divided into two groups: one group consisting of cases which had been reported to the Health Department and the other group consisting of cases which had not been reported. The two groups were then compared with the records of the various hospitals and clinics and the results were as follows:

The number of cases of poliomyelitis reported to the Health Department during the period 1933-34 was 1,000. The number of cases of poliomyelitis which had not been reported to the Health Department during the period 1933-34 was 1,000.

The total number of cases of poliomyelitis during the period 1933-34 was 2,000.

The number of cases of poliomyelitis which had been reported to the Health Department during the period 1933-34 was 1,000.

The number of cases of poliomyelitis which had not been reported to the Health Department during the period 1933-34 was 1,000.

The total number of cases of poliomyelitis during the period 1933-34 was 2,000.

The number of cases of poliomyelitis which had been reported to the Health Department during the period 1933-34 was 1,000.

The number of cases of poliomyelitis which had not been reported to the Health Department during the period 1933-34 was 1,000.

non-working men; NYA women largely accounted for the group difference.

2. The NYA group and the control group made the same grade average. NYA men made a higher grade average than non-working men; NYA women made a lower grade average than non-working women.

3. Men were more capable than women of carrying employment with an average class load and maintaining a higher scholastic average than non-working men.

non-working group. The group difference is significant.

2. The high group and the low group were compared on the average of the variables. The high group had a higher average than the low group. The difference is significant.

3. Non-working group was compared with the working group on the variables. The non-working group had a higher average than the working group. The difference is significant.

CHAPTER III

NYA WORKERS AND NON-WORKING STUDENTS

1935-36 (2)

General. According to the NYA records of 1935-36 (2), 116 students worked thirty hours per month for the NYA. A comparable group of non-working students was chosen from the remainder of the student body with the questionnaire answers with regard to employment used as a basis of selection or rejection.

A comparison of NYA students and non-working students by colleges (Table VI) shows that the control group contains two more College of Arts and Sciences and two less College of Education students than does the NYA working group. This was probably due to the fact that so many male students in the College of Education are partially earning their expenses while in school, that it was therefore impossible to find an equal number of non-working men in the College of Education.

The 116 students working for the NYA performed an average of 187 hours of work for the four months time (Table VII) with very little variation between the time worked by men and that by women. Of these 116 NYA students, twelve men and two women averaged 199 hours of other remunerative employment for the period.

TABLE VI
COMPARATIVE DATA ON CONTROL AND NYA
GROUPS 1935-36 (2)

	N	College				Sex		Class in University		
		A&S	Educ	Eng	Gen	M	F	Fr	Soph	Junior
NYA	116	58	43	12	3	64	52	35	45	36
Control	116	60	41	12	3	64	52	35	45	36
Diff.		2	2							

TABLE VII
HOURS WORKED BY NYA GROUP
1935-36 (2)

	N	Mean	Median	S.D.
NYA work				
Group	116	187.06	177.93	38.60
Men	64	187.96	178.28	36.68
Women	52	185.96	178.33	40.33
Other employment				
Group	14	199		
Men	12	197		
Women	2	211		

UNITED STATES GOVERNMENT OFFICE OF THE SECRETARY OF THE ARMY (10-7-71)

NVA work			
Grants	100	100	100
Men	100	100	100
Women	100	100	100
Other employment			
Grants	100	100	100
Men	100	100	100
Women	100	100	100

UNITED STATES GOVERNMENT

Age. A comparison of the ages of the two groups (Table VIII) shows that the control group is 0.39 years younger than the NYA group. The difference for the men group amounts to 0.46 years and for the women 0.32 years. Students who are older are usually those who have to depend largely upon themselves for school expenses and consequently do not fit into the non-working group. The average age for both groups is a little over twenty years, the NYA men being slightly the oldest of the four divisions.

Intelligence. In intelligence the two groups show a difference of 0.59 of one percentile, with the NYA group averaging 63.97 and the control group 64.56 (Table VIII). The greatest difference occurs between the two groups of men. The men of the control group average 2.02 percentiles higher than the men of the NYA group and while this difference is regrettable it should not influence results unduly. The percentile rankings of the working group showed far more scatter than was possible to duplicate in the non-working group.

Class load. The two groups showed practically no difference in the number of hours carried (Table VIII). The NYA men carried a fraction of an hour less than did the non-working men while the condition was reversed in the case of the women groups. The men carried a little over sixteen hours, the women a little less than sixteen hours.

The NYA group, both men and women, are more consistent

in the number of hours carried. Apparently the non-working group is composed of extremely industrious as well as lazy students. Probably the fact that the NYA group was responsible for a certain amount of work tended to keep class loads at a more constant level.

Grade averages. The working students, both men and women, made higher grades than did the non-working students by approximately 0.17 grade points (Table IX). It should be remembered that 1.00 represents the difference between a letter grade.

Working women made the best grades with an average of 4.70 or about B minus. The non-working men averaged 4.48 grade points or slightly less than C plus. The P.E. of the difference between the grade averages of the two groups is 0.071. This difference is not statistically reliable, the critical ratio being 2.40.

The NYA men did not make as large a percentage of hours of A as did the non-working men (Table X), but they did make a larger percentage of hours of B than did the control group men. They also made less hours of D, X, and F. Working women made a larger percentage of A's than did non-working women and also slightly more hours of I, X, and F. The high percentage of hours of A is wholly responsible for this group having the highest scholastic average of all groups.

in the number of hours worked. The group is composed of approximately 100 students. The results of the study are as follows: The first group of students, who were assigned to the control group, worked an average of 15 hours per week. The second group, who were assigned to the experimental group, worked an average of 20 hours per week. The results of the study indicate that the experimental group worked significantly more hours than the control group.

Grade average The results of the study indicate that the experimental group achieved a significantly higher grade average than the control group. The experimental group had an average grade of 85, while the control group had an average grade of 75. This difference is statistically significant at the 0.05 level. The results of the study suggest that working more hours leads to higher academic achievement.

Working women made up 60% of the sample. The results of the study indicate that working women have a significantly higher grade average than non-working women. The working women had an average grade of 80, while the non-working women had an average grade of 70. This difference is statistically significant at the 0.05 level. The results of the study suggest that working women have a higher academic achievement than non-working women.

0.05. The results of the study indicate that the experimental group worked significantly more hours than the control group. The experimental group worked an average of 20 hours per week, while the control group worked an average of 15 hours per week. This difference is statistically significant at the 0.05 level.

The results of the study indicate that the experimental group achieved a significantly higher grade average than the control group. The experimental group had an average grade of 85, while the control group had an average grade of 75. This difference is statistically significant at the 0.05 level. The results of the study suggest that working more hours leads to higher academic achievement.

Working women made up 60% of the sample. The results of the study indicate that working women have a significantly higher grade average than non-working women. The working women had an average grade of 80, while the non-working women had an average grade of 70. This difference is statistically significant at the 0.05 level. The results of the study suggest that working women have a higher academic achievement than non-working women.

TABLE VIII
COMPARISONS OF EQUATED GROUPS 1935-36 (2)

			AGE			PERCENTILE			CLASS HOURS CARRIED			
No.	Mean	Median	S.D.	Mean	Median	S.D.	Mean	Median	S.D.	Mean	Median	S.D.
NYA Group 116	20.76	20	3.63	63.97	70.00	29.64	16.03	16	1.83	16.03	16	1.83
Con Group 116	20.37	20	3.31	64.56	68.95	27.08	16.04	17	2.37	16.04	17	2.37
Difference	-.39		-.32	+.59		-2.56	-.01			-.01		
NYA Men 64	20.72	20	2.84	64.22	70.00	29.06	16.34	16	1.95	16.34	16	1.95
Con Men 64	20.26	20	2.34	66.25	69.99	25.91	16.25	17	2.06	16.25	17	2.06
Difference	-.46		-.50	-2.03		-3.15	-.09			-.09		
NYA Women 52	20.82	20	4.42	63.66	70.00	30.70	15.66	16	1.60	15.66	16	1.60
Con Women 52	20.50	19	4.21	62.89	68.75	28.24	15.79	16	2.67	15.79	16	2.67
Difference	-.32		-.21	-.77		-2.46	-.13			-.13		

TABLE IX
 GRADE AVERAGES OF THE NYA AND CONTROL
 GROUPS 1935-36 (2)

	N	Mean	PE M	Mdn	S.D.	PE diff	D/PE diff
NYA Group	116	4.67	±.055	4.78	.87		
Con Group	116	4.50	±.045	4.40	.74		
Difference		-.17			-.13	±.071	2.40
NYA Men	64	4.65	±.080	4.77	.95		
Con Men	64	4.48	±.071	4.56	.85		
Difference		-.17			-.10	±.107	1.59
NYA Women	52	4.70	±.073	4.80	.78		
Con Women	52	4.51	±.055	4.40	.59		
Difference		-.19			-.19	±.091	2.09

TABLE X
PERCENTAGE OF GRADES RECEIVED BY THE NYA AND
CONTROL GROUPS 1935-36 (2)

	N	A	B	C	D	I	X	F	WF	Total hours
NYA Men	64	25.43%	38.40%	23.28%	5.75%	2.04%	1.58%	2.41%	1.11%	1078
Con Men	64	22.79%	34.33%	27.98%	9.52%	0.67%	0.00%	3.46%	1.25%	1040
Difference		-2.64%	-4.07%	+4.70%	+3.77%	-1.47%	-1.58%	+1.05%	+0.14%	-38
NYA Women	52	24.88%	37.88%	26.26%	6.06%	1.26%	1.39%	1.89%	0.38%	792
Con Women	52	13.78%	39.51%	37.20%	7.68%	0.24%	0.61%	0.61%	0.37%	820
Difference		-11.10%	+1.63%	+10.94%	+1.62%	-1.02%	-.78%	-1.28%	+0.01%	+28
NYA Group	116	25.19%	38.18%	24.55%	5.88%	1.71%	1.50%	2.19%	0.80%	1870
Con Group	116	18.82%	36.62%	32.04%	8.71%	0.48%	0.27%	2.20%	0.86%	1860
Difference		-6.37%	-1.54%	+7.49%	+2.83%	-1.23%	+1.33%	-.01%	+0.06%	-10

Summary and Conclusions. For the semester 1935-36(2), fifty-two women and sixty-four men students were found who worked a minimum of thirty hours per month for the NYA. Of these 116 students, twelve men and two women as a group averaged 199 hours at other work for the four month period.

Equating differences show the non-working group contains two more students in the College of Arts and Sciences and two less in the College of Education than the NYA working group.

Intelligence and age differences are not very apparent for the two groups as a whole, the average of each is approximately the sixty-fourth percentile and the average age of each group is twenty and one-half years. The largest difference in percentile rankings occurs between the NYA men (64.22) and non-working men (66.25). In ages the non-working men were 0.46 years younger than the working men.

The two groups carried approximately sixteen hours of class work, with the NYA men carrying 0.09 hours more and NYA women 0.13 hours less than their comparable groups. The working group, both men and women, averaged about 0.17 grade points more than did non-working men and women. Men in both groups tend to make a higher percentage of hours of A and B than do women.

From the study above it seems that:

1. The NYA group carried as heavy a class schedule as the non-working group. NYA men carried a heavier schedule than non-working men; NYA women carried a lighter load than did non-working women.

2. The NYA group, both men and women, made a higher grade average than the non-working group.
3. Men seem more capable of carrying employment with an average class load and maintaining a satisfactory scholastic average.
4. The critical ratio between the grade averages of the two groups was 2.40 or that there are 947 chances in 1000 that the true grade average difference is greater than zero.

2. The 17th group, 1911-1912, was the first to show an average of 100% in the 10-15 age group.
3. The 18th group, 1913-1914, was the first to show an average of 100% in the 15-20 age group.
4. The 19th group, 1915-1916, was the first to show an average of 100% in the 20-25 age group.

FORWARDED

BOND

CHAPTER IV

NYA WORKERS AND NON-WORKING STUDENTS

1936-37 (1)

General. According to the NYA records, 140 students averaged thirty hours of work per month over the period September 15 to February 9. While the semester ended about February 1, this longer work period had to be chosen as the NYA fiscal month is from the tenth to the ninth. This group of 140 NYA students was composed of eighty-one men and fifty-nine women. It was possible to use senior students for this semester's study as they were still in school and filled out the questionnaire regarding employment.

When finding a comparable group of students, it was necessary to use one more student from the College of Engineering and one less from the College of Education in the experimental group (Table XI). This was done in order to keep the average age and intelligence for the two groups as near alike as possible.

The men averaged six hours less time in NYA employment than did the women, with the group averaging 206 hours for the period. Thirty members of the NYA group, twenty-six men and four women, carried other employment besides NYA. The women again led the men in average hours carried (Table XII).

GENERAL. According to the data received, the

averaged 40,000 men per month from September 15 to February 1, 1945.

September 15 to February 1, 1945. The average

February 1, 1945. The average

NYA fiscal month is the fiscal month.

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TABLE XI
COMPARATIVE DATA ON CONTROL AND NYA
GROUPS 1936-37 (1)

	College				Sex		Class in University				
	N	A&S	Educ	Eng	Gen	M	F	Fr	Soph	Jr	Sr
NYA	140	64*	56	11	9	81	59	53	44	28	15
Con	140	64*	55	12	9	81	59	53	44	28	15
Difference			1	1							

*Contains two in Fine Arts College

TABLE XII
HOURS WORKED BY NYA GROUP 1936-37 (2)

	N	M	Mdn	S.D.
NYA Employment				
NYA Group	140	206.28	198.57	42.64
NYA Men	81	204.23		
NYA Women	59	210.14		
Other Employment				
NYA Group	30	264.30		
NYA Men	26	247.46		
NYA Women	4	296.25		

Age. A comparison of the ages of the NYA and control group (Table XIII) shows that the NYA group as a whole averages 0.33 years older than the control group. The working men are 0.50 years older and the women 0.10 years older. The NYA men averaged 20.64 years for the oldest group while the control group women averaged 20.30 years for the oldest group while the control group women averaged 20.30 years for the youngest.

Intelligence. The two groups were equated fairly closely on intelligence with the control group 0.35 of one percentile rank over the NYA average. In the men group, non-workers averaged 0.86 of one percentile rank more than the NYA mean and NYA women exceeded non-working women by 0.09 (Table XIII). Mean percentile averages stood between sixty-three and sixty-four percentile rankings, both men groups exceeding like women groups by about four points.

Academic Load. During the semester 1936-37(1) the work groups all carried fewer class hours than did the comparable groups (Table XIII). With the NYA group average of 15.42 hours and the non-working group average of 15.77, loads were slightly lighter than for previous semesters. Again the NYA group, both men and women, show more consistency in the class loads carried.

Grade Averages. The working group, as a whole, made an average of 0.17 grade points more than the non-working group.

TABLE XIII
COMPARISON OF EQUATED GROUPS 1936-37 (1)

	AGE			PERCENTILE RANK			CLASS HOURS CARRIED			
	No.	Mean	Median	S.D.	Mean	Median	S.D.	Mean	Median	S.D.
NYA Group	140	20.54	20	2.96	63.57	70.00	30.02	15.42	16	1.65
Con Group	140	20.21	20	3.22	63.92	70.90	29.29	15.77	16	1.86
Difference		-.33		+.26	+.35		-.73	+.33		+.21
NYA Men	81	20.64	20	2.42	65.00	70.08	30.79	15.64	16	1.70
Con Men	81	20.14	20	2.40	65.86	75.55	29.57	15.66	16	2.07
Difference		-.50		-.02	+.86		-1.22	+.02		+.37
NYA Women	59	20.40	20	3.57	61.36	61.44	29.09	15.24	15	1.55
Con Women	59	20.30	19	4.09	61.27	61.94	28.69	15.92	16	1.89
Difference		-.10		+.52	-.09		-.40	+.58		+.34

The NYA women averaged 0.02 grade points less than the comparable group of women; consequently, the working men must be credited with giving the working group a higher grade average than the non-working group (Table XIV).

The averages of all groups, working and non-working, were slightly lower than for the previous two semesters. NYA men, the group with the highest grades, only averaged C plus. The lowest group, non-working men, averaged slightly over C.

The working group exceeded in the percentage of hours of A, B, D, and WF received. They also received a larger percentage of P and F in Physical Education (Table XV). The NYA women received a smaller percentage of hours of A and B than did NYA men.

The NYA women received 0.02 more points than the
comparable group of men. Conversely, the men
must be credited with giving no more points than
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NYA men, the group with the highest mean, with
plus. The lowest group, non-writing men, were
over 0.

The writing group received
of A, B, D, and E received. The also received a lower
percentage of F and G than the non-writing group.
NYA women received a higher percentage of F and G
than did NYA men.

TABLE XIV
 GRADE AVERAGES OF NYA AND CONTROL GROUPS
 1936-37 (2)

	M	PE of m	Mdn	S.D.	PE diff	D/PE diff
NYA Group	4.47	$\pm .023$	4.61	.81		
Con Group	4.30	$\pm .052$	4.35	.88		
Difference	-.17		+.26		$\pm .056$	3.03
NYA Men	4.50	$\pm .080$	4.63	.95		
Con Men	4.22	$\pm .072$	4.23	.97		
Difference	-.28		+.40		$\pm .132$	2.12
NYA Women	4.43	$\pm .070$	4.56	.79		
Con Women	4.45	$\pm .063$	4.45	.72	$\pm .094$	0.21
Difference	-.02		+.11			

TABLE XV
PERCENTAGE OF GRADES RECEIVED BY THE NYA AND CONTROL
GROUPS 1936-37 (1)

	A	B	C	D	I	X	F	WF	Phys. Educ		Total hours
									P	F	
NYA Group	18.83%	33.19%	27.72%	10.94%	1.78%	0.22%	3.55%	0.13%	3.33%	0.31%	2251
Con Group	15.75%	29.97%	34.30%	10.06%	2.58%	0.39%	3.89%	0.00%	2.89%	0.17%	2286
Difference	+3.08%	+3.22%	-7.58%	+8.88%	-.80%	-.17%	-.34%	+0.13%	+0.44%	+0.14%	-35
NYA Men	20.99%	31.84%	26.79%	10.76%	2.14%	0.23%	3.69%	0.00%	2.90%	0.46%	1310
Con Men	17.59%	27.57%	29.70%	12.95%	4.05%	0.30%	5.10%	0.00%	2.51%	0.23%	1313
Diff.	+3.40%	+4.27%	-2.91%	-2.19%	-1.91%	-.07%	-1.21%	0.00%	+0.39%	+0.23%	-3
NYA Women	13.83%	35.07%	29.01%	11.16%	1.28%	0.21%	3.08%	0.32%	3.93%	0.11%	941
Con Women	13.26%	33.19%	40.49%	6.17%	0.62%	0.51%	2.27%	0.00%	3.59%	0.10%	973
Diff.	+.57%	+1.88%	-11.48%	+4.99%	+0.64%	+0.30%	+0.81%	+0.32%	+0.34%	+0.01%	-32

Summary and conclusions. For the semester 1936-37 (1), eighty-one men and fifty-nine women averaged thirty hours of NYA employment from the period September 15, 1936, to February 9, 1937. Seniors were not excluded from this study. Men and women averaged 206 hours of NYA employment; twenty-six men and four women of this group averaged 264 hours at other work.

The NYA group averaged 20.55 years of age and the non-workers 20.21 years of age. The difference between men groups was 0.50 years and 0.10 years for the women. Percentile rank average for both groups was between sixty-three and sixty-four, with the control group averaging 0.35 of one percentile rank more than the NYA group. Non-working men were 0.86 of one percentile rank over the working men, non-working women 0.09 of one percentile rank below the working women.

The working group carried 0.33 hours less of class work. The NYA men were only 0.02 hours less than non-working men, but working women were 0.68 hours lower than non-working women.

The NYA group averaged 0.17 grade points more than the control group, but NYA men were responsible for this. NYA women averaged 0.02 grade points less than comparable women; NYA men 0.17 grade points more than the comparable men group. The P.E. of the difference is $\pm .056$ and Diff./P.E. of the difference is 3.03. This difference is not wholly statistically reliable.

From the above it is concluded:

1. The NYA group carried a less number of class hours than did the control group. NYA men practically equaled non-working men; NYA women showed the greatest discrepancy.

2. The NYA group made a higher grade average than the control group. NYA men exceeded non-working men; NYA women averaged slightly less than non-working women.

3. Men seem more capable than women of carrying employment with an average class load and maintaining a satisfactory scholastic average. This is assuming that the control group carries an average class load and makes an average grade.

4. The critical ratio between the grade averages of the two groups was 3.03 which means that there are 978 chances in 1,000 of a true difference greater than zero.

CHAPTER V

SUMMATION OF GRADE AVERAGES AND CLASS LOADS

1935-36 (1) - 1935-36 (2) - 1936-37 (1)

Grade averages. When grade averages over the three semester period are combined and compared, the difference in NYA working women's grades and non-working women is very small and is statistically unreliable (Table XVI).

With a grade average difference of 0.14 points, the critical ratio between group grade averages is 3.35 which is not large enough to be statistically reliable and is in favor of the NYA group. NYA men made a higher grade average than did non-NYA men by 0.20 grade points. This Diff./P.E. of the difference of 3.12 is almost as reliable as the group difference.

According to records in the Registrar's Office, the grade average for all women in the University has been higher than men since 1928-29 (1). Men and women averages were not computed separately before that time. From the above it would seem that NYA work must be a stronger motivating factor in maintaining a good scholastic average for men than women.

Class loads. For the three semesters studied, NYA men carried an average of 16.09 class hours; non-working men averaged 16.07 hours. NYA women averaged 15.45 hours and non-working women averaged 15.98. The NYA group, as a whole

THE OFFICE OF THE ATTORNEY GENERAL
WASHINGTON, D. C. 20540
JAN 10 1964

DEAR SIR:

Enclosed herewith are two copies of a letterhead memorandum (LHM) dated and captioned as above.

Very truly yours,
[Signature]

Enclosure

Very truly yours,
[Signature]

Enclosure

Very truly yours,
[Signature]

Enclosure

Very truly yours,
[Signature]

Enclosure

Very truly yours,
[Signature]

Enclosure

averaged 15.80 hours and the non-workers averaged 16.06 hours.

From this it would seem that NYA working women, as an average, carry a one-half hour smaller class hour schedule than do non-working women. NYA men, as an average, equal or exceed a comparable group of non-working men. The NYA group averages approximately one-quarter hour less class schedule than the non-working group.

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CHAPTER VI

NYA WORKERS AND GROUP EQUATED WITH WORK

FACTOR UNCONTROLLED

1936-37 (1)

Introduction. To round out the comparisons already made, the NYA workers for the semester 1935-36 (1) were equated with a group of students chosen regardless of their employment status. Only this one semester was handled in this manner as it was the largest group and the only group composed of all four grades of students.

To remain on NYA work at the University it is necessary to maintain a "satisfactory" grade average. Other employment is not kept on this basis and since, theoretically at least, NYA students must keep their jobs in order to attend school, this motivating interest should have an effect on the final results.

General. The same NYA group was selected as was used in Part IV. This consisted of 140 students, eighty-one men and fifty-nine women with sixty-four in the College of Arts and Sciences, fifty-six in the College of Education, eleven in the College of Engineering, and nine in the General College (Table XVII). There were two students in the College of Fine Arts in the NYA group. Accordingly two students from the College of Fine Arts were found for the uncontrolled-work group. However, this number is too small for any valid comparison, so the Fine Arts students in both groups are

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TABLE XVI

SUMMATION OF GRADE AVERAGES
 1935-36 (1) - 1935-36 (2) - 1936-37 (1)

	N	M	P.E.	Mdn	S.D.	PE of diff	D/PE diff
NYA Group	348	4.56	±.0314	4.66	.87		
Con Group	348	4.42	±.0292	4.43	.81		
Difference		+.14		+.23	+.06	.0417	3.35
NYA Men	190	4.57	±.0460	4.69	.94		
Con Men	190	4.37	±.0445	4.35	.91		
Difference		+.20		+.34	+.03	.0640	3.12
NYA Women	158	4.54	±.0450	4.62	.84		
Con Women	158	4.51	±.0364	4.51	.68	.0647	0.46
Difference		+.03		+.09	+.16		

TABLE XVII
COMPARATIVE DATA ON RANDOM-SAMPLE AND
NYA GROUPS 1936-37 (1)

	N	COLLEGE				SEX		YEAR AT UNIVERSITY			
		A&S	Educ	Eng	Gen	M	F	Fr	Soph	Jr	Sr
R-S Group	140	64*	56	11	9	81	59	53	44	28	15
NYA Group	140	64*	56	11	9	81	59	53	44	28	15

*Contains two from Fine Arts College

carried in the College of Arts and Sciences averages.

The uncontrolled-work group was matched with the NYA group for college, school year, sex, age, and percentile rankings. They were not matched for class load or hours of employment.

Employment. The NYA working group averaged 206 hours of NYA work for the period. Men alone averaged 204 hours, the NYA women 210 hours. Thirty NYA workers, twenty-six men and four women, also carried other employment for an average of 264 hours for the period. The women averaged 296 hours and the men 247 hours of other employment. Fourteen NYA students did not answer the questionnaire, consequently their outside employment, if any, is unknown (Table XVIII).

Forty-six members of the uncontrolled-work group were engaged in employment during 1935-36 (1). The group averaged 398 hours, with thirty-four men averaging 442 hours and twelve women averaging 268 hours of work. The standard deviation of the distribution of work hours for the uncontrolled-work group shows a very wide range. Twenty-three members of this group did not answer the questionnaire regarding their employment.

Age. The NYA group is 0.18 years younger than the uncontrolled-work, with a mean age of 20.54 and 20.72 years respectively. NYA men averaged 0.01 years less than comparable men, NYA women with 20.40 years averaged 0.42 years less than the comparable group of women (Table XIX).

TABLE XVIII
HOURS WORKED BY NYA AND RANDOM-SAMPLE
GROUPS 1936-37 (1)

	N	M	Mdn	S.D.
NYA Work				
NYA Group	140	206.28	198.57	42.64
NYA Men	81	204.23		
NYA Women	59	210.14		
Other Employment				
NYA Group	30	264.30		
NYA Men	26	247.46		
NYA Women	4	296.25		
NYA Unknown	14			
R-S Group	46	398.41	355.15	272.10
R-S Men	34	442.23		
R-S Women	12	268.78		
R-S Unknown	23			

Intelligence. In both groups the median percentile rank, as taken from freshmen intelligence tests, was seventy. For the NYA group the mean percentile rank was 63.37 ± 0.332 with a standard deviation of 5.82 and for the uncontrolled work group the percentile rank was 63.35 ± 1.41 with a standard deviation of 2.47. The greatest difference in matching intelligence occurs between the NYA women and the comparable women group (Table XIX). This difference is only 0.26 of one percentile and is too small to have any effect on results.

Academic Load. The NYA group averaged 15.42 hours of class work, and the uncontrolled-work group averaged 15.58 hours. The NYA women, with an average of 15.24 hours of class work carried 0.49 hours less than comparable women. The NYA men carried 0.18 hours more of class work than comparable men (Table XIX).

Grade Averages. The NYA men made the highest grade average with 4.50 points or about C plus. The NYA women average was 0.07 grade points lower and exceeded the uncontrolled work group of women by 0.16 grade points. The uncontrolled-work men made 0.02 grade points less than women of this class. The grade averages for all groups only varied one-fourth grade point (Table XX).

The P.E. of the difference was 0.034 and the Diff./P.E. of grade averages was 5.85. This critical ratio is large enough to show a true difference between the two groups.

TABLE XIX
COMPARISON OF NYA AND RANDOM-SAMPLE GROUP
1936-37 (1)

	N	AGE			PERCENTILE RANK			CLASS HOURS CARRIED		
		Mean	Median	S.D.	Mean	Median	S.D.	Mean	Median	S.D.
NYA Group	140	20.54	20	2.96	63.57	70.00	30.02	15.42	16	1.65
R-S Group	140	20.72	20	3.29	63.35	70.00	30.14	15.58	16	3.92
Difference		+ .18		+ .33	-.22		+ .12	+ .16		+ 2.27
NYA Men	81	20.64	20	2.42	65.00	70.08	30.79	15.64	16	2.07
R-S Men	81	20.65	20	2.51	64.88	70.79	30.89	15.46	15	5.36
Difference		+ .01		+ .09	-.12		+ .10	-.18		+ 3.29
NYA Women	59	20.40	20	3.57	61.36	61.44	29.09	15.24	15	1.55
R-S Women	59	20.82	19	2.66	61.10	61.36	28.80	15.73	16	1.25
Difference		+ .42		+ .91	-.26		-.29	+ .49		-.30

TABLE XX
 GRADE AVERAGES OF RANDOM-SAMPLE AND NYA
 GROUPS 1936-37 (2)

	N	M	PE of m	Mdn	S.D.	PE diff	D/PE diff
NYA Group	140	4.47	$\pm .046$	4.61	0.81		
R-S Group	140	4.27	$\pm .052$	4.35	0.92		
Difference		-.20			+.09	$\pm .070$	2.85
NYA Men	81	4.50	$\pm .080$	4.62	0.95		
R-S Men	81	4.25	$\pm .080$	4.19	1.03		
Difference		-.25			+.08	$\pm .113$	2.21
NYA Women	59	4.43	$\pm .070$	4.42	0.79		
R-S Women	59	4.27	$\pm .070$	4.38	0.80		
Difference		-.16			+.01	$\pm .099$	1.61

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The NYA group exceeded the uncontrolled-work group in earning a larger percentage of hours of A, B, I, and F in Physical Education (Table XXI). NYA women made a larger percentage of hours of B, D, I, WF, and F in Physical Education and NYA men exceeded in hours of A, B, and F in Physical Education than the comparable groups of women and men.

Summary and Conclusions. The 140 students who worked an average of thirty hours per month for the NYA were matched with an equal number of students by college, school year, sex, age, and percentile rank. No effort was made to equate class loads or hours of employment. The two groups, eighty-one men and fifty-nine women, were equal in all variables except age, with the NYA group 0.18 years younger than the uncontrolled-work group, and 0.22 of one percentile over the uncontrolled-work group average.

The NYA group averaged 206 hours of NYA employment with thirty members averaging 264 hours of other work for 1935-36 (1). Forty-six members of the comparable group averaged 398 hours of employment for the same period.

The NYA group with an average of 4.47 exceeded the equated group grade average by 0.20 grade points. NYA men exceeded equated men 0.25 grade points and NYA women equated women 0.16 grade points. The NYA men made a larger percentage of their grades in hours of A and B. NYA women did not make as large a percentage of the higher grades as did

The 1944 group showed the greatest improvement

in carrying a larger percentage of body weight

in Physical Education (Table IV). The 1944 group

percentage of boys of 12, 13, and 14 years of age

tion and 15.4 per cent of the 15 to 17 age

and Education from 1944 to 1945 was 15.4 per cent

Summary and Conclusions. The 1944 group

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The 1944 group showed the greatest improvement

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uncontrolled-work women. The difference in grade averages of the two groups shows a critical ratio of 2.85, thereby showing a valid difference.

From the above it is concluded:

1. Employment, other than NYA, demanded about eighty hours per month of the students' time.
2. The NYA group carried a less number of class hours than did the equated group. NYA men exceeded comparable men; NYA women were exceeded by comparable women.
3. The NYA group, both men and women, made a higher grade average than did the non-NYA work group.
4. Men are slightly more capable than women of carrying employment with an average class load and maintaining a satisfactory scholastic average.
5. The critical ratio between the grade averages of the two groups was 2.85, making the difference statistically unreliable.

uncontrolled-work women. The difference in this respect
of the two groups was a statistically significant one,
showing a valid difference.

From the above it is concluded:

1. Employment, other than NVA, increased among women
hours per week of the population. It is
2. The NVA group carried a heavy burden of child work
then did the control group. This was expected
comparable men. The women were expected to do
household work.
3. The NVA group, both men and women, were a higher
grade worker than the control group. This was
4. Men and women were comparable in their work
carrying employment with an average of 40 hours
and maintaining a satisfactory standard of living.
5. The critical ratio between the two groups of
the two groups was 2.50, showing the difference
statistically significant.

TABLE XXI

PERCENTAGE OF GRADES RECEIVED BY R-S AND NYA
GROUPS 1936-37 (1)

	N	A	B	C	D	I	X	F	WF	Phys. Educ		Total hours
										P	F	
NYA Group	140	18.83%	33.19%	27.72%	10.94%	1.78%	0.22%	3.55%	0.13%	3.33%	.51%	2251
R-S Group	140	16.27%	26.72%	34.71%	11.15%	1.46%	1.10%	4.46%	1.06%	2.92%	.35%	2256
Difference		-2.56%	-7.27%	+6.99%	+.21%	-.32%	+.88%	+.91%	+.93%	-.41%	+.04%	+5
NYA Men	81	20.99%	31.84%	26.79%	10.76%	2.14%	.23%	3.89%	0.00%	2.90%	0.46%	1310
R-S Men	81	16.65%	23.93%	32.15%	13.63%	2.40%	1.08%	5.43%	1.63%	2.56%	0.54%	1291
Difference		-4.34%	-7.91%	+6.36%	+2.87%	+.26%	+.85%	+1.54%	+1.63%	-.34%	+.08%	-19
NYA Women	59	13.83%	35.07%	29.01%	11.16%	1.28%	.21%	3.08%	.32%	3.93%	.11%	941
R-S Women	59	15.75%	30.47%	38.13%	7.25%	-.21%	1.14%	3.21%	.31%	3.42%	.01%	965
Difference		+1.92%	-4.60%	+9.12%	-3.91%	-1.07%	+.93%	+.13%	-.01%	-.51%	+.10%	-24

CHAPTER VII

RELATION OF GRADES TO INTELLIGENCE WITH

WORKERS AND NON-WORKERS

1935-1936 (1) - 1935- 1936 (2) - 1936-1937 (1)

In order to determine if there was a significant difference between the grade averages between workers and non-workers, the grades for those students used in Chapters II, III, and IV were listed according to quarter divisions of intelligence. Table XXII shows the averages in detail. It will be observed that the averages seem to fluctuate from semester to semester and within the quarter divisions. The first quarter division of NYA men and women students averaged lower than C one less time than non-working students. In general there was an increase in the grade averages as the quarter level was advanced.

A summary of these figures (Table XXIII) shows a slight positive average for all NYA quarter divisions except the second. This minus difference of 0.01 grade points is smaller than any of the other plus differences. The total NYA group in the first quarter division averaged 0.03 more than first quarter division non-workers; the third quarter division NYA group averaged 0.04 more than comparable non-workers, and the fourth quarter division NYA group averaged 0.01 more than comparable non-workers. The total NYA group exceeded the total non-working by 0.02 grade points for the three semesters examined for this study.

CHAPTER VII

RELATION OF GRADE TO INTELLIGENCE WITH

WORKERS AND NON-WORKERS

1935-1936 (a) - 1937-1938 (b) - 1939-1940 (c)

In order to determine if there was a significant difference between the grade-averages between workers and non-workers, the grades for those students used in chapters II, III, and IV were listed according to quarter division of intelligence. Table XIII shows the averages in each. It will be observed that the averages seem to fluctuate from quarter to quarter and within the quarter divisions. The first quarter division of NYA men and women students averaged lower than the last three non-working students. In general there was an increase in the grade averages as the quarter level was advanced.

A summary of these figures (Table XIII) shows a slight positive average for all NYA quarter divisions except the second. This minus difference of 0.01 grade points is smaller than any of the other plus differences. The total NYA group in the first quarter division averaged 0.03 more than first quarter division non-workers; the third quarter division NYA group averaged 0.04 more than comparable non-workers, and the fourth quarter division NYA group averaged 0.01 more than comparable non-workers. The total NYA group exceeded the total non-working by 0.03 grade points for the three quarters examined for this study.

While these differences are very small, it seems reasonable to conclude that students who work do not make any lower grades than do non-working students of like intelligence. Perhaps they make slightly higher marks.

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While these differences are very small, it seems reasonable to conclude that students who work do not have any lower grades than do non-working students of like intelligence. Perhaps they take slightly higher classes.

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TABLE XXII
GRADE AVERAGES IN RELATION TO INTELLIGENCE

1935-36 (1)

Percentile rank	CONTROL GROUP				NYA GROUP			
	N	Men	N	Women	N	Men	N	Women
0-25	5	3.9560	6	3.9833	3	3.8566	7	3.9600
26-50	11	4.0300	11	4.4127	13	4.5992	9	4.2511
51-75	6	4.3666	11	4.7127	8	4.6525	12	4.3158
76-100	23	4.8439	19	4.926	21	4.6809	19	4.9468

1935-36 (2)

0-25	9	4.3466	6	3.9883	6	3.7216	8	4.1237
26-50	13	4.6500	12	4.3975	10	4.1730	9	4.2900
51-75	13	4.4900	8	4.8962	22	4.5222	14	4.4785
76-100	29	4.7786	26	4.8942	26	4.6665	21	4.7371

1936-37 (1)

0-25	13	3.5584	9	3.8444	11	4.0363	9	3.7011
26-50	13	3.9392	12	4.3250	15	4.0600	12	4.3516
51-75	16	4.1306	12	4.4225	14	4.4700	15	4.6260
76-100	39	4.5158	26	4.545	41	4.7573	23	4.6091

TABLE 111
GRADE AVERAGE IN RELATION TO INTELLIGENCE

1935-36 (1)

Percentile	Control Group		Gifted Group		Total	
	Men	Women	Men	Women	Men	Women
0-25	5	3.0500	3	3.0500	8	3.0500
25-50	11	4.0500	11	4.0500	22	4.0500
51-75	6	4.3500	11	4.3500	17	4.3500
76-100	23	4.8500	18	4.8500	41	4.8500

1935-36 (2)

Percentile	Control Group		Gifted Group		Total	
	Men	Women	Men	Women	Men	Women
0-25	9	4.3500	3	4.3500	12	4.3500
25-50	13	4.6500	18	4.6500	31	4.6500
51-75	13	4.9500	8	4.9500	21	4.9500
76-100	23	4.7500	36	4.7500	59	4.7500

1936-37 (1)

Percentile	Control Group		Gifted Group		Total	
	Men	Women	Men	Women	Men	Women
0-25	13	3.8500	9	3.8500	22	3.8500
25-50	13	3.9500	13	3.9500	26	3.9500
51-75	16	4.1500	18	4.1500	34	4.1500
76-100	39	4.5500	24	4.5500	63	4.5500

TABLE XXIII
GRADE AVERAGES IN RELATION TO INTELLIGENCE (SUMMATION)

Percentile rank	1935-36 (1)				1935-36 (2)				1936-37 (2)			
	N	Control group	NYA group	N	Control group	NYA group	N	Control group	N	Control group	NYA group	N
1-25	11	3.9618	10	15	4.2033	14	3.2350	22	3.6754	20	3.3550	20
26-50	22	4.2213	22	25	4.5248	19	4.2284	25	4.1244	27	4.1896	27
51-75	17	4.5905	20	21	4.6447	36	4.5053	28	4.2557	29	4.5506	29
76-100	42	4.8811	40	55	4.8352	47	4.7193	65	4.5275	64	4.7040	64
<hr/>												
TOTALS					DIFFERENCE							
1-25	48	3.9060	44	3.9384	+0.03							
26-50	72	4.2944	68	4.2869	-0.01							
51-75	66	4.4657	85	4.5078	+0.04							
76-100	162	4.7230	151	4.7295	+0.01							
N	348	4.4718	348	4.4888	+0.02							

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CHAPTER VIII

CONCLUSIONS

For the semesters 1935-36 (1), 1935-36 (2), and 1936-37 (1) it was found with equated groups of NYA working students and non-working students that:

1. NYA men averaged a 16.09 class hour schedule, non-working men 16.07 hours; NYA women averaged 15.45 class hours and non-working women 15.98 hours.
2. NYA men exceeded comparable men groups in grade averages two out of three semesters; NYA women exceeded comparable women groups one out of three semesters. NYA workers, as a group, always made a higher grade average than did non-working groups.
3. The difference in grade averages for the three semesters studied, while slight, is probably a true difference greater than zero. The group difference of 0.14 grade points was the most statistically reliable with a critical ratio of 3.35. Men groups with a difference of 0.20 grade points show a critical ratio of 3.12 and women groups with a difference of 0.03 grade points show a critical ratio of only 0.46.

When the NYA group was compared with an equated group of students and the employment factor was not controlled, the following results were apparent:

1. NYA men carry a heavier class load than non-NYA workers. The reverse is true for NYA women.
2. The NYA group, both men and women, make better grades than the non-NYA group, both men and women, make better grades than the non-NYA working group. This grade average difference of 0.20 grade points is a reliable difference with a critical ratio of 5.85.

Dividing the intelligence ratings of the groups into quarters and comparing grade averages for the three semesters show that:

1. From the lower to the higher quarter divisions of intelligence there is a steady increase in grade averages for both NYA working students and non-working students.
2. All quarter divisions but the second in the NYA group made a slightly higher grade average than did like quarter divisions of non-working students.

From this it is concluded:

1. NYA workers, as a whole, do not carry an equal class load as compared to non-working students. This is not true when NYA students are compared to students carrying other employment.
2. NYA workers, as a group, exceed the non-working grade average and NYA workers also exceed the grade average of students who carry non-NYA employment.

1. The first of these is the fact that the...
2. The second is the fact that the...
3. The third is the fact that the...
4. The fourth is the fact that the...
5. The fifth is the fact that the...

THE SECOND OF THESE IS THE FACT THAT THE...

- ...and the fact that the...
1. The first of these is the fact that the...
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 3. The third is the fact that the...
 4. The fourth is the fact that the...
 5. The fifth is the fact that the...

1. The first of these is the fact that the...
2. The second is the fact that the...
3. The third is the fact that the...
4. The fourth is the fact that the...
5. The fifth is the fact that the...

3. An NYA working student in any quarter division of intelligence will generally equal or exceed the grade average of non-working students in the same quarter division. The difference is very small.
4. NYA work is beneficial rather than harmful to the scholastic record. This is more true for men than for women.

as the working class in the United States
 intelligence will generally equal or exceed
 the average of non-working persons in the same
 country. This is true in every country.
 It is not a general rule that the working class
 is more intelligent than the non-working class.
 This is not true.

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APPENDIX

UNIVERSITY OF NEW MEXICO
Personnel Office

Name: _____ Date: _____

PLEASE ANSWER THE FOLLOWING AND TURN THE SLIP IN. (Your
assembly attendance will be checked with this sheet.)

1. Did you work during the first semester of this school year?
2. Approximately how many hours per month? _____
3. Doing what kind of work? _____
4. Approximate earning per month? _____
5. How many hours of this was NYA work? _____

1. Did you work during the second semester of last school
year (1935-36)? _____

Approximately how many hours per month? _____

3. Doing what kind of work? _____
4. Approximate earning per month? _____
5. How many hours of this was NYA work? _____

1. Did you work during the first semester of last school
year (1935-36)? _____

2. Approximately how many hours per month? _____

3. Doing what kind of work? _____
4. Approximate earnings per month? _____
5. How many hours of this was NYA work? _____

UNIVERSITY OF NEW MEXICO
Personnel Office

Name: _____

Date: _____

PLEASE ANSWER THE FOLLOWING AND TURN THE SLIP IN. (Your

assembly attendance will be checked with this sheet.)

1. Did you work during the first semester of this school year?
2. Approximately how many hours per month?
3. Doing what kind of work?
4. Approximate earnings per month?
5. How many hours of this was WIA work?

and

1. Did you work during the second semester of last school year (1955-56)?
2. Approximately how many hours per month?
3. Doing what kind of work?
4. Approximate earnings per month?
5. How many hours of this was WIA work?

and

1. Did you work during the first semester of last school year (1956-57)?
2. Approximately how many hours per month?
3. Doing what kind of work?
4. Approximate earnings per month?
5. How many hours of this was WIA work?

TABLE XXIV
EMPLOYMENT QUESTIONNAIRE RESULTS
MEN 1936-37 (2)

	N	Average hours per month
Regularly enrolled men	800	
Answered the Questionnaire	591	
Not working	235	
Working but did not give hours	10	
Working and gave hours	346	
NYA employment	116	34.2
Other employment	282	96.2
Total	346	89.8

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Very truly yours,
[Signature]
[Title]

TABLE XXV
 EMPLOYMENT QUESTIONNAIRE RESULTS
 WOMEN 1936-37 (2)

	N	Average hours per month
Regularly enrolled women	613	
Answered Questionnaire	434	
Not working	301	
Working but did not give hours	9	
Working and gave hours	118	
NYA employment	61	41.7
Other employment	63	71.3
Totals	118	59.8

TABLE XV

EMPLOYMENT BY OCCUPATIONAL GROUP
JULY 1939-40 (2)

Regularly employed women	618	Average
Answered questionnaire	484	hours per
Not working	207	month
Working but did not give hours	9	
Working and gave hours	118	
NYA employment	53	
Other employment	55	
Total	118	11.8
		53.8

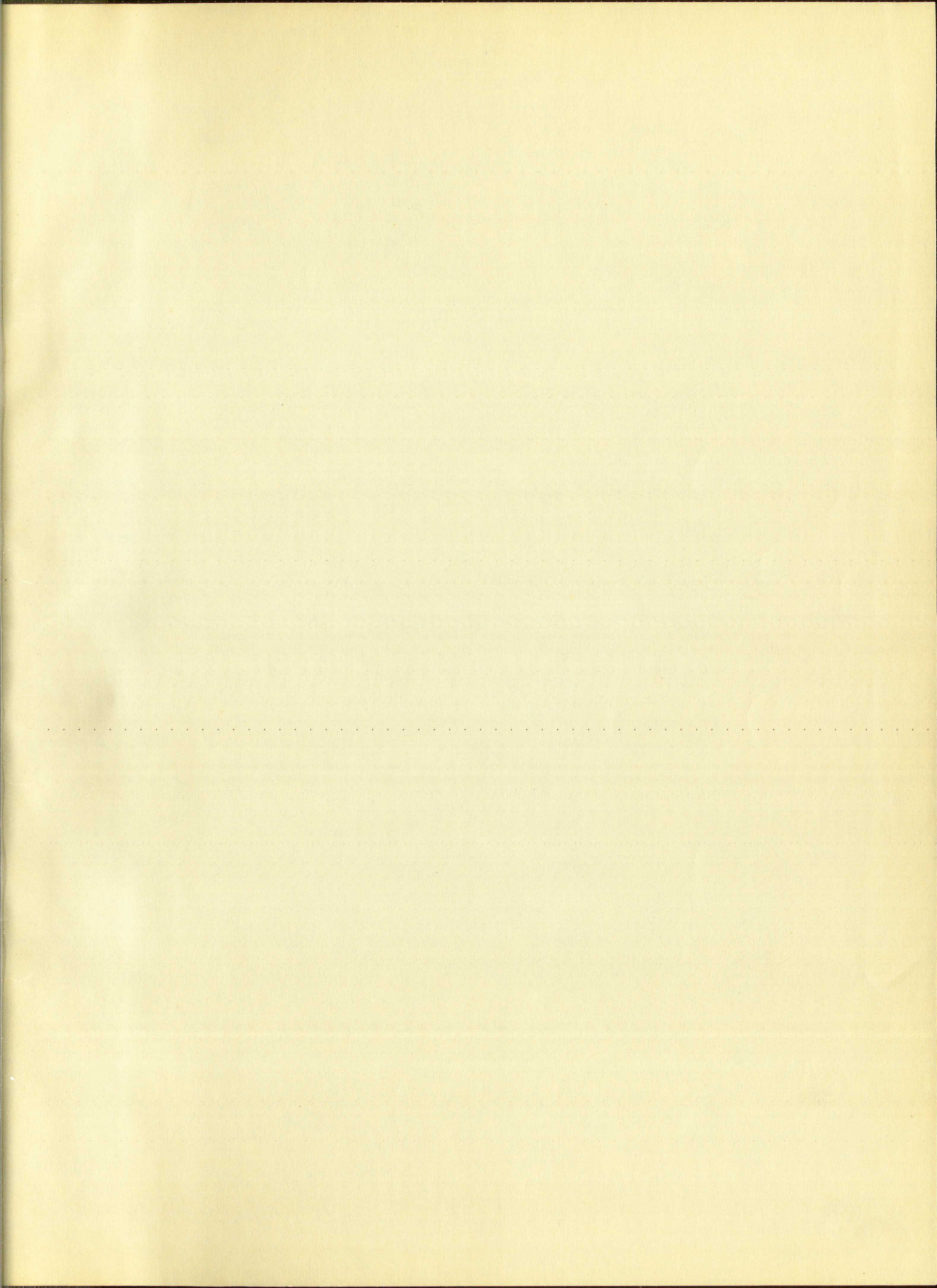
TABLE XXVI
EMPLOYMENT QUESTIONNAIRE RESULTS
TOTALS 1936-37 (1)

	N	%	Average hours per month
Regularly enrolled students	1413		
Number answering Questionnaire	1025	72.5%	
Number answering who worked	536	52.3%	
Average number hours employed by NYA workers			36.2
Average number hours employed by Non-NYA workers			91.6
Average number hours employed by All workers			70.9

REPORT OF THE
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OF THE STATE OF CALIFORNIA
FOR THE YEAR 1900
CONTAINING
A SUMMARY OF THE
LANDS OWNED BY THE
STATE OF CALIFORNIA
AND A LIST OF THE
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