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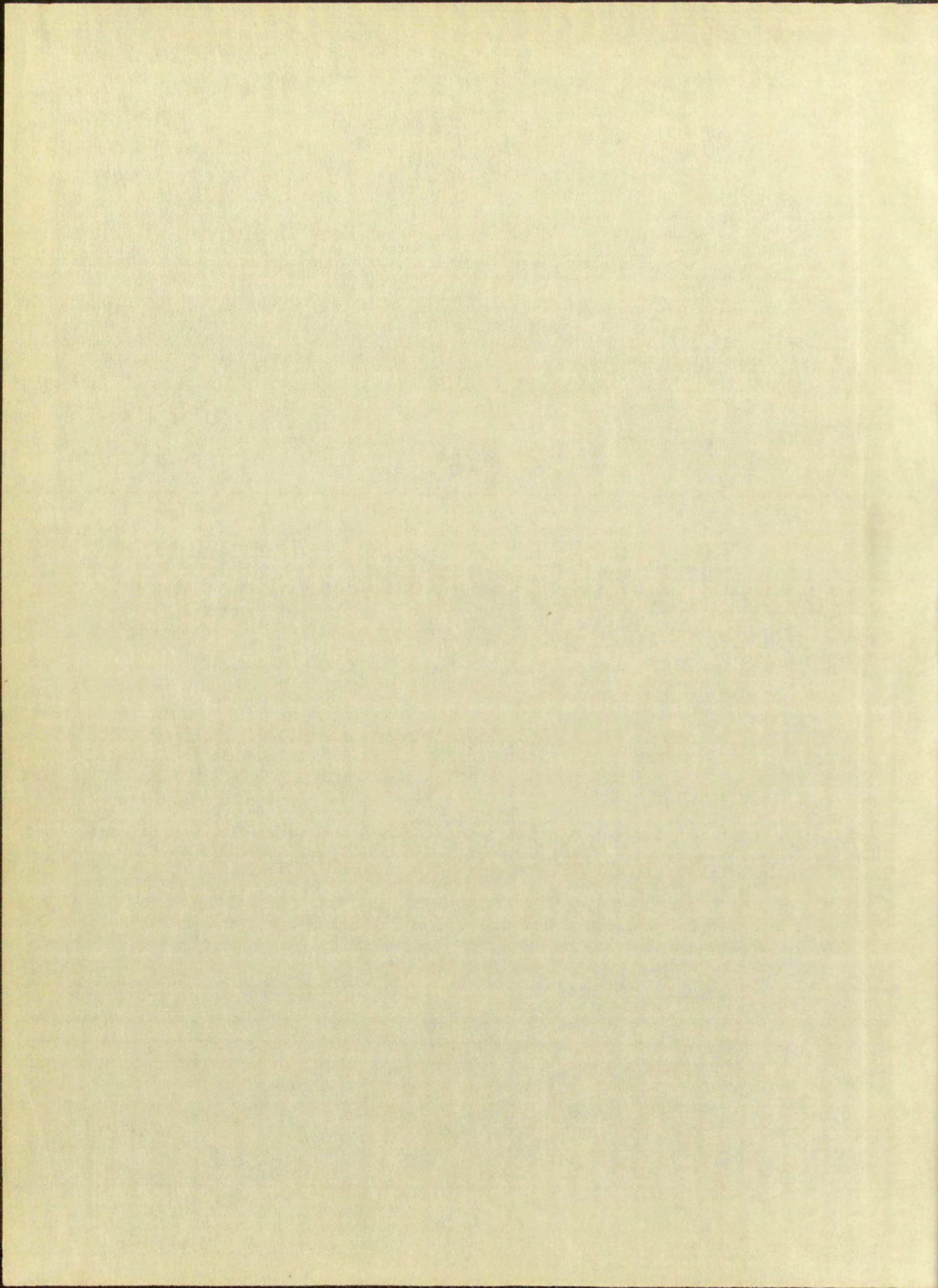


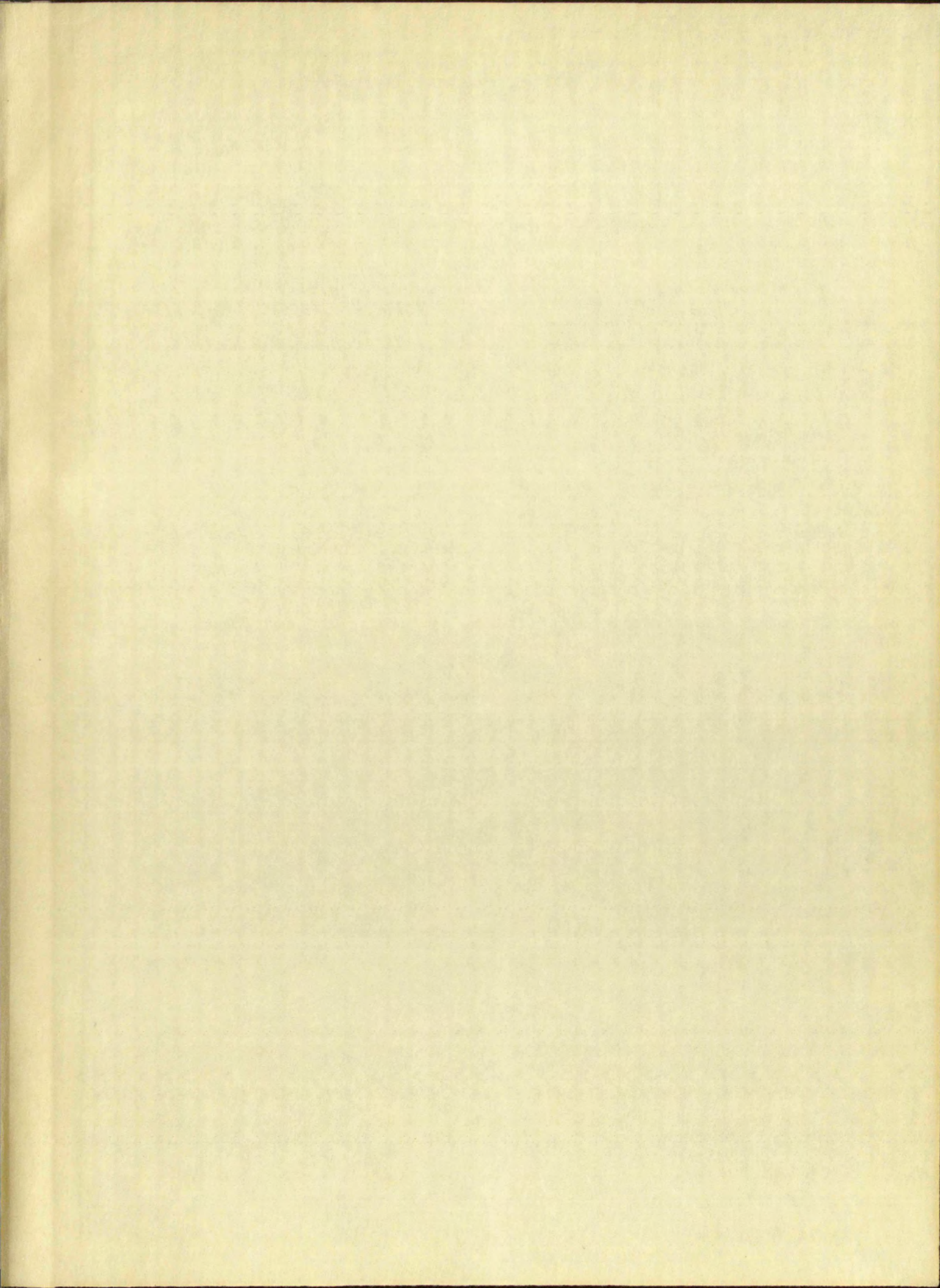
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NAME AND ADDRESS

A STUDY OF THE PERSONAL
DIFFERENCES OF CHILDREN OF SERVICE
PERSONNEL ATTENDING PUBLIC SCHOOLS



By
Glenn E. Reeling

A Thesis

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

The University of New Mexico

1958



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George L. Keppers

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Walter H. Sims

Ralph D. ...

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INTRODUCTION

With the leaders of our nation realizing more and more that career personnel are needed in the military, a newspaper article such as this is becoming more common:

A majority of men and women in military uniform will get pay raises next month under legislation signed Tuesday by President Eisenhower. . . . The legislation was patterned primarily to keep skilled personnel in the Army, Navy, Air Force, and Marines.¹

This pay raise will probably serve its purpose and cause more men to choose a career in the armed forces. These career men, like most in any field, will be family men. However, one major difference between these families and most other families is the mobility of the service families.

This mobility is part of the military life, but how it affects the service child and his education is still unknown since few, if any, studies have been completed in this field. Therefore, this study is being completed in order that differences, if any, between service pupils and other pupils may be discovered and possibly corrected.

¹Albuquerque Journal, April 30, 1958, p. 1.

A STUDY OF THE PERSONAL DIFFERENCES
OF CHILDREN OF SERVICE PERSONNEL
ATTENDING PUBLIC SCHOOLS

I THE PROBLEM

Statement of the problem. The purpose of this study was twofold: (1) to discover how service pupils compared with other pupils in mental maturity, scholastic achievement, and preference tests; and (2) to ascertain if certain factors in the total-life situation of the service pupils could possibly account for any difference in the test scores.

More specifically, the following questions were posed:

(1) Do scholastic achievement test results show any marked difference in scores between service pupils and the other pupils? (2) Do mental maturity test results show any marked difference in scores between service pupils and other pupils? (3) Does the number of schools attended by these service pupils have any effect upon their scholastic achievement test scores? (4) Does the fact that many of these service pupils had attended overseas schools have any effect as far as scholastic achievement test results are concerned? (5) Do preference record results show any significant scores in

1. What is the purpose of the study?
2. What are the research questions?
3. What is the significance of the study?

Statement of the Problem

was conducted (1) to determine the relationship between the variables of the study and (2) to determine the effect of the independent variable on the dependent variable. The study was conducted in the following manner: (1) To determine the relationship between the variables of the study, a correlation coefficient was calculated. (2) To determine the effect of the independent variable on the dependent variable, a t-test was conducted. The results of the study are as follows: (1) The correlation coefficient was found to be significant at the 0.05 level. (2) The t-test was found to be significant at the 0.05 level. The study has several limitations, including the small sample size and the lack of control over the independent variable. The study has several strengths, including the use of a correlation coefficient and a t-test to determine the relationship between the variables of the study. The study has several implications for future research, including the need to conduct a larger study and to control the independent variable.

areas in which the parents of the service pupils are commonly engaged?

Delimitations of the problem. Ninth grade pupils attending Woodrow Wilson Junior High School in Albuquerque, New Mexico during the 1957-1958 school year provided the data for this study. The number of pupils in this group varied during the school year from 384 to 411 pupils, or an approximate average of 400 pupils for the school year. Of these pupils, approximately twenty-four per cent were classified as service pupils. The service pupils in this study had parents who, in the main, were stationed at one of these three military installations in or near Albuquerque, New Mexico: (1) Sandia Base, (2) Kirtland Air Force Base, and (3) Manzano Base.

The analyses were made exclusively from the results of three tests: (1) California Short-Form Test of Mental Maturity-Junior High Level-1957 S-Form, (2) California Achievement Tests Complete Battery-Junior High Level-Form W, and (3) Kuder Preference Record-Vocational Form CH.

Limitations of the problem. Even though approximately 400 ninth grade pupils completed the "sweep" tests at Woodrow Wilson Junior High School, this is still only a very small segment of the ninth grade population in the nation. Also,

areas in which the present study was conducted
engaged?

Limitations of the Study
Attending Woodrow Wilson Junior High School in New Mexico during the 1951-52 school year provided the data for this study. The number of subjects varied during the school year from 10 to 15 students. An approximate average of 12 students per classroom was used. Of these pupils, approximately twenty-four percent were classified as economically disadvantaged. The study had several limitations. First, the sample of these three schools was not representative of the entire New Mexico state. Second, the study was limited to the 1951-52 school year. Third, the study was limited to the 1951-52 school year.

The subjects were selected from a list of three tests: (1) Achievement Test, (2) Achievement Test, and (3) Achievement Test. The subjects were selected from a list of three tests: (1) Achievement Test, (2) Achievement Test, and (3) Achievement Test.

Limitations of the Study
The study had several limitations. First, the sample of these three schools was not representative of the entire New Mexico state. Second, the study was limited to the 1951-52 school year. Third, the study was limited to the 1951-52 school year.

even though there were approximately 400 pupils taking these tests, only about eighty service pupils and 270 other pupils took all three tests. This was due to two facts: (1) Being children of military personnel forced many of these service pupils to transfer from this school before the testing program was complete; (2) at the time of the administration of the scholastic achievement battery, an Asian Flu epidemic had struck the school, causing many of the pupils to miss parts of this test which they never did complete. Still, this latter fact did not affect the sampling of the study since the pupils who did not complete these tests seemed to have diversified scholastic grades at the completion of the first semester (Table 1).

Another limitation of this problem is the fact that these service pupils may not be typical of service pupils attending public schools in other communities. The majority of these service pupils have parents who are stationed at Sandia Base, Kirtland Air Force Base, or Manzano Base. The military personnel at these bases are engaged in occupations which are not typical of all military bases. For example, Shearin has made this statement concerning the type of work being done by the personnel at Kirtland Air Force Base:

The mission of the Air Force Special Weapons Center at Kirtland AFB, New Mexico, is to discharge responsibilities

even though there were approximately 100 in the building
seats, only about thirty service people and children
took all three buses. This was due to the fact that
children of military personnel were not allowed to
pupils to transfer from this school before the building
plan was completed; (2) at the time of the building
the school's achievement, and the school's
had struck the school, causing a lot of the pupils to
parts of this case which they never did before. Still,
this latter fact did not stop the completion of the study
since the pupils had not been allowed to transfer
to have diversified curriculum at the school, and the
the first semester (Table 1).
Another fact which was noted in the study was
these service pupils may not be typical of service pupils
attending public schools in other communities. The study
of these service pupils have pointed out the importance
at Sandia Base, Kirilovsk, or elsewhere.
The military personnel at Sandia Base are engaged in various
missions which are not typical of military personnel.
example, Sherin has been this assignment and other
type of work being done by the personnel at Sandia Base.
Force Base:

The mission of the military personnel at Sandia Base is
Kirilovsk, New Mexico, is to maintain the military

TABLE I
SCHOLASTIC GRADES OF PUPILS NOT COMPLETING
CALIFORNIA ACHIEVEMENT BATTERY

Area of Achievement Battery Not Completed	Subject Area	First Semester Grades				
		A	B	C	D	F
Mechanics of English	English	9	10	10	12	1
Reading Vocabulary	English	10	16	17	13	3
Arithmetic Fundamentals	Mathematics	12	18	18	13	5

in development, testing, and engineering support of nuclear weapons, systems, components and associated equipment, to determine weapon and USAF carrier compatibility, to evaluate personnel hazards involved in the use of nuclear weapons, and to support the Atomic Energy Commission in continental and overseas nuclear tests.²

Also, Joseph had the following to say about the positions at Sandia Base:

Sandia Base is a facility of the Armed Forces Special Weapons Project (AFSWP). It is the home of Headquarters Field Command, AFSWP, which plays a strategic role in the complex atomic energy installations and activities in New Mexico. The organization known as Sandia Base is part of Field Command, AFSWP. It is commanded by an Army officer and provides all the support rendered by the normal military supply post-maintenance, medical, communications, security, traffic control, transportation, etc. The military strength is approximately 1500 personnel. The other major military organization resident on the Sandia Military Reservation is Manzano Base, a classified installation. Manzano Base is manned by approximately 1000 Air Force personnel.³

Another possible limitation of this problem is the fact that the other pupils in this study might not be typical of most non-service pupils. However, this possibility was discounted when Spain made this statement, "Woodrow Wilson Junior High School is largely representative of any junior high school in Albuquerque."⁴

²Interview with Capt. C. D. Shearin, Information Services Officer, Kirtland Air Force Base, April 4, 1958.

³Interview with Lt. Col. R. C. Joseph, USAF, Public Information Officer, Field Command, AFSWP, May 15, 1958.

⁴Interview with Dr. Charles R. Spain, Superintendent of Albuquerque Public Schools, April 6, 1958.

Also, the fact that only the three tests mentioned previously were used in this study is another limitation. It is a distinct possibility that the use of any other scholastic achievement, mental maturity, or preference record test could yield different results.

Finally, the study is limited to service pupils of one grade level, the ninth grade. Hence, it is possible that the results of these tests could differ considerably for the years preceeding and following this grade level.

Terms to define. Throughout this problem, the term "service pupils" applies to children who had a parent or guardian in the service at the present time or who had a parent or guardian in the service at any time the child obtained a portion of their formal schooling. All pupils included in this latter category, in this case, had parents who had retired from the armed forces since those children had started their formal schooling. Because of its frequent use in this study, the term, service pupils, will be replaced by an "S" throughout the remainder of the study.

"Other pupils" applies to ninth grade students attending Woodrow Wilson Junior High School whose parents or guardians were neither in the armed forces at the present or at any time since those pupils initiated their formal schooling. Again, because of its frequent use in this study,

the term, other pupils, will be replaced by "0" throughout the remainder of the study.

"Service grade" is the military rank of the parent as of November, 1957.

"Formal schooling" for both the parent and pupil begins with the first grade in elementary school, through junior and senior high school, college, and graduate school. It does not include kindergarten or, in the case of parents, any military schools attended for special military skills.

"Different schools attended" includes each school attended by the S and O. For example, an elementary school and a junior high school in the same system are counted as two schools.

"Number of states in which school was attended" includes the forty-eight states plus Washington, D.C.

"Overseas schools" pertains to any schools which were operated outside the boundaries of the United States for the purpose of providing education to the dependents of overseas personnel. In this study, any schools located in either Hawaii or Alaska were classified as overseas schools.

"Test results" applies to the results of the three tests which measured mental maturity, scholastic achievement, and preferences.

"Areas" applies to the subtests of these main tests. In the case of mental maturity, the areas were non-language

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and language. The scholastic achievement test had areas in arithmetic reasoning, arithmetic fundamentals, reading vocabulary, reading comprehension, mechanics of English, and spelling. Areas measured in the preference record include outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical.

Importance of the problem. Since approximately twenty-four per cent of the school population at Woodrow Wilson Junior High School is composed of S, the results of these tests could be very valuable to this particular junior high school. The main purpose, of course, would be to improve the guidance and counseling services.

There are a few reasons why the guidance and counseling departments should examine these test results very closely. First is the fact that since the Albuquerque Public Schools have just initiated the policy of administering "sweep" mental maturity and scholastic achievement tests to all eighth grade pupils, these ninth grade test results could be used by the school guidance counselor as checks to discover whether there could be an improvement in the sectioning and scheduling program for the future ninth grade S. This new testing program by the Albuquerque Public Schools will also have all ninth grade students complete a Kuder Preference Record. Then the results of the preference records in this study could be used as a guide in assisting the S when they

schedule their electives and also in making a possible choice of a future vocation.

Another reason is the fact that service children are constantly enrolling at Woodrow Wilson Junior High School during the school year. According to O'Neal, "an average school year would find anywhere from eighty-five to ninety-five S entering Woodrow Wilson Junior High School after the school year has begun."⁵ In cases such as these, the S could be grouped at certain ability and scholastic achievement levels and also according to their preferred choices from previous test results.

⁵Interview with Mr. Lionel O'Neal, Principal of Woodrow Wilson Junior High School, May 6, 1958.

schedules their activities in accordance with the plan.

of a future vacation.

Another reason for the school's activities is that

constantly enrolling students in the school.

during the school year, the school is open.

school year would have been the same as the school year.

five 2 attending school in the school year.

school year has been the same as the school year.

be grouped at certain intervals and at certain intervals.

levels and also according to the school year.

previous year results.

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2
Woodrow Wilson School, 1911-1912

II SURVEY OF RELATED LITERATURE

A survey of the literature relevant to this problem found none which was related directly to this study. Correspondence with Mendenhall revealed that the only study the California Test Bureau knew of that related to this particular study was a "study of the achievements, interests, and personality adjustments of pupils in the 7th and 8th grades of the nine government schools in 1955."⁶ This study was undertaken by Miss Catherine Barton of the Post School, United States Military Academy, West Point, New York, and is not complete at the present time.

Since it was not possible to locate any literature related directly to this problem, it was deemed necessary to obtain supporting literature. One fundamental characteristic of the S was described by Pope when he stated that the S will likely attend more different schools than their years of education. For approximately one third of the days in school their classroom will be outside the United States in countries where English is not the native language. They attend schools in sixty-nine different countries.⁷

⁶Letter from George V. Mendenhall, Research Coordinator, California Test Bureau, Los Angeles, California, February 21, 1958.

⁷F. G. Pope, "American Education in the Overseas Areas as Provided by the Department of the Air Force," North Central Association Quarterly, 29:290-295, January, 1955.

A survey of the literature relating to the study of the California Test Battery was made of a number of studies which were a "study of the California Test Battery" and a study of adjustments of scores to the test. The study was a government report in 1937. The study was by Miss Catherine Barton at the University of California, Berkeley. The study was at the present time. Since it was not possible to obtain the study, it was related directly to the study. The study was obtained supporting the study. The study was of the 2 was described by the study. The study was likely attend more different studies. The study was question. For comparison of the study. The study was their classroom will be studied. The study was where English is not the native language. The study was in sixty-nine different studies.

Letter from the California Test Battery, 1937. The study was by P. G. Torgue. The study was as provided by the Department of the University of California, Berkeley. The study was Association University, 1937.

This statement results from a policy of the military to station their personnel outside the continental limits of the United States at various times. Since most S have parents who are making a career of the military, the probability of these S attending an overseas school is great. Therefore, the related literature in this case will deal mainly with the school life of the S in overseas schools since this could be the primary cause for any deviation of the S from the O.

As is common in some studies, research finds many contradictory facts concerning this study. In this case, both the advantages and disadvantages of overseas schools will be discussed.

Concerning, first of all, the area of guidance services, Miller has made the comment that fine progress is being made in the very important area of guidance services. Well-trained personnel are working at the program of preventive guidance, and testing programs are being developed.⁸ Wycoff expands upon this testing program with these remarks:

Standard-achievement tests are given early in the school year to determine each child's placement and present scholastic development. In addition, tests for determining special interests, aptitudes, and personalities are given to aid the student in adjusting

⁸ F. A. Miller, "North Central High Schools in Europe and North Africa," North Central Association Quarterly, 30:309-312, April, 1956.

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to his new environment and to help him to prepare for the years after high school graduation.⁹

Next, concerning the personnel who teach in overseas schools, Sifert has compiled a list of requirements to be eligible for a teaching assignment:

The applicant must be an American citizen holding a baccalaureate degree from an accredited college or university, with at least eighteen hours in education courses. In addition, the teacher must have at least two years of experience in the field for which they are applying, as well as a recognized teacher's certificate. Men and women between the ages of twenty-five and thirty-five are considered.¹⁰

These teaching positions interest many qualified applicants since they are categorized as Civil Service positions. But this same Civil Service could be very detrimental, as is illustrated by Thomsen in the theoretical case of an administration capacity position:

Once hired, each person is protected by Civil Service regulations. It is difficult to remove a person from office once hired and almost impossible after the first year of service, except for "cause." This cause must be extremely serious. In the general pattern, a superintendent may also be selected. Most of the desirable principals of personnel selection for the schools are violated in making the choice. The faculty, the local parents, the responsible authorities have not been

⁹ M. E. Wycoff, "American Classrooms Overseas," National Education Association Journal, 38:268-269, April, 1949.

¹⁰ E. R. Sifert, "How Young Americans Study Under the D.E.O. in Europe," North Central Association Quarterly, 29:296-298, January, 1955.

to his new assignment... years after high school...

Next, concerned with the...

schools, situated in...

eligible for a teaching position...

The applicant must be...
Bachelor's degree...
University...
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Men and women...
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These teaching positions...

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directly considered or consulted in the matter. If the person selected does not meet expectations, there is hardly an ethical way of removing him from office.¹¹

The education plant and materials do not rate as highly as those in the United States. Russell has said this concerning her experience in overseas teaching, "Textbooks and equipment presented other problems. For the first eight weeks I had only the single copies of the 15 textbooks I had taken with me."¹² Romine had said, "In general, the school buildings are not so attractive as those in the United States."¹³

The program of the overseas schools is described by Thomsen:

The dependents' high school program generally follows the curriculum provisions of its American counterpart. Course offerings are rather traditional with typical offerings in English, mathematics, science, and social studies. Most American schools (in Europe) offer instruction in at least one foreign language and frequently in two. The average level of intelligence is slightly above an IQ of 100.¹⁴

¹¹D. R. Thomsen, "Lessons Overseas," Progressive Education, 32:156-158, September, 1955.

¹²R. M. Russell, "Teaching Americans Overseas," Journal of Home Economics, 40:86, February, 1948.

¹³S. A. Romine, "Westward to the Far East," North Central Association Quarterly, 30:306-309, April, 1956.

¹⁴D. R. Thomsen, "Overseas Education for American Children," Progressive Education, 32:176-178, November, 1955.

As to the effect upon the pupils attending overseas schools, Thomsen has said:

It is difficult for an adolescent or pre-adolescent to realize the scope of opportunity offered to him by his proximity to European and other cultural centers. It seems that he is only greatly interested when no one else in his group has had the experience of seeing at firsthand the world across the sea.¹⁵

A summary of the literature relevant to this study found none related directly to this problem. Instead, supporting literature concerning overseas schools was obtained, since a majority of the S do attend these schools.

This literature stated, in effect, that overseas schools are typical of their American counterpart in subject matter and they are beginning to develop the area of guidance services. The personnel teaching in the overseas schools are qualified and experienced in their field, but many desirable principals of personnel selection are neglected when obtaining these personnel. The school plant and materials are inferior to those in the United States. Pupils attending overseas schools have an opportunity to observe a foreign culture, but many do not take advantage of this opportunity.

¹⁵Ibid, p. 178.

As to the effect of the...
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III METHOD OF CONDUCTING THE STUDY

Sources of data. The data for this study resulted from three tests: (1) California Test of Mental Maturity, (2) California Achievement Tests, and (3) Kuder Preference Record. Any other information needed in this study was obtained by having all ninth grade students complete an Information Sheet (See Appendix).

Procedures to secure data. The mental maturity and scholastic achievement tests were administered per directions by subject matter teachers during subject matter class periods. Preference records and Information Sheets were completed during the homeroom period. Mental maturity and scholastic achievement tests were scored by an IBM machine, while the preference records were scored by the students themselves.

At the time the scholastic achievement tests were being administered an Asian Flu epidemic had struck the Albuquerque Public Schools. According to Riggs "this caused the daily absentee rate, which is ordinarily six per cent, to be as much as twenty-four per cent at Woodrow Wilson Junior High School."¹⁶ For this reason, many students did not have a

¹⁶Interview with Mr. Merle L. Riggs, Attendance Director at Woodrow Wilson Junior High School, May 5, 1958.

chance to complete every area of the scholastic achievement tests. Still, any area of the scholastic achievement test which was completed by any student was used in the analysis of the data.

Treatment and analysis of the data. Statistics obtained from the data were the range, mean, standard deviation, and standard error of the mean. Also tabulated were the difference between the means, standard error of the difference between the means, and the significance for the difference between the means. In the latter case, t will be considered significant only at the five per cent level or less.

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IV BACKGROUND OF THE SERVICE PUPILS

A study of the background of the S involved in this study revealed many facts. All background material was gathered through the Information Sheets which were distributed to all the ninth grade students. From these information sheets, it was possible to compare the S with the O with respect to age, sex, and educational background. It was also possible to describe the parents of the S with respect to their formal schooling and service grade.

Age, sex, and place of birth of the service pupils.

First of all, the S were found to be much alike with respect to age. As of November 15, 1957, all the S were grouped within a chronological age level of three years with 78.3% being fourteen years of age. The O were grouped within a chronological age level of three years, with 77.0% being fourteen years of age (Figure 1).

Concerning the sex of the pupils, 54.9% of the S were boys. Among the O, boys totaled 45.2% of the group (Figure 2).

However, the S were not much alike with respect to place of birth with only six of the S in this study claiming their current place of residence, New Mexico, as their place of birth. Thirty-one different states were claimed as place

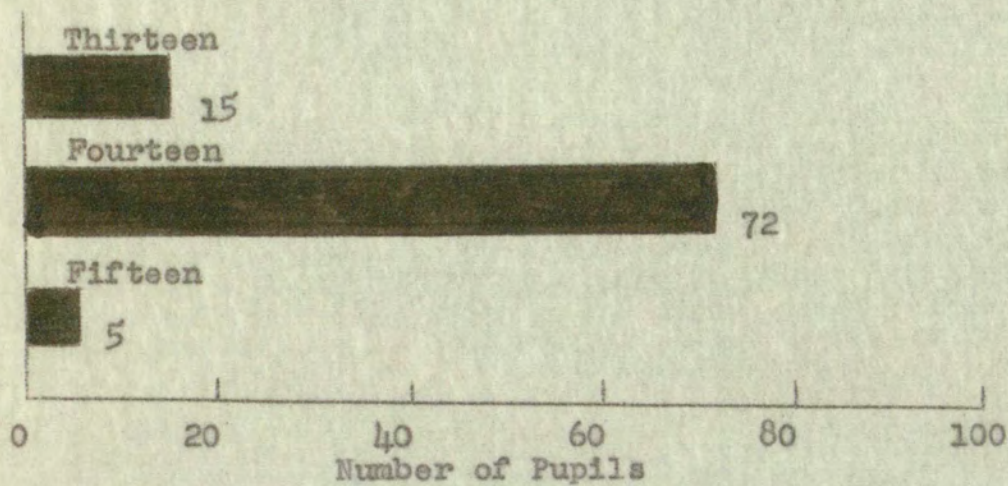


FIGURE 1

AGE OF SERVICE PUPILS

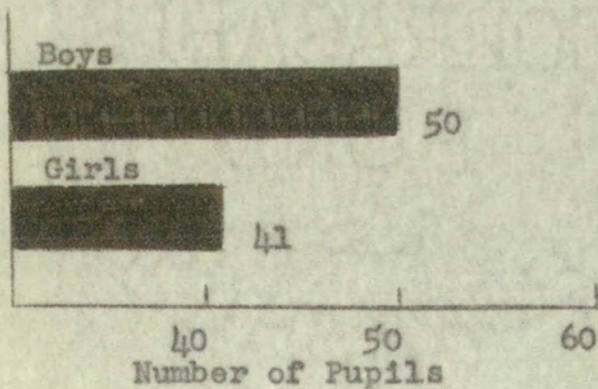
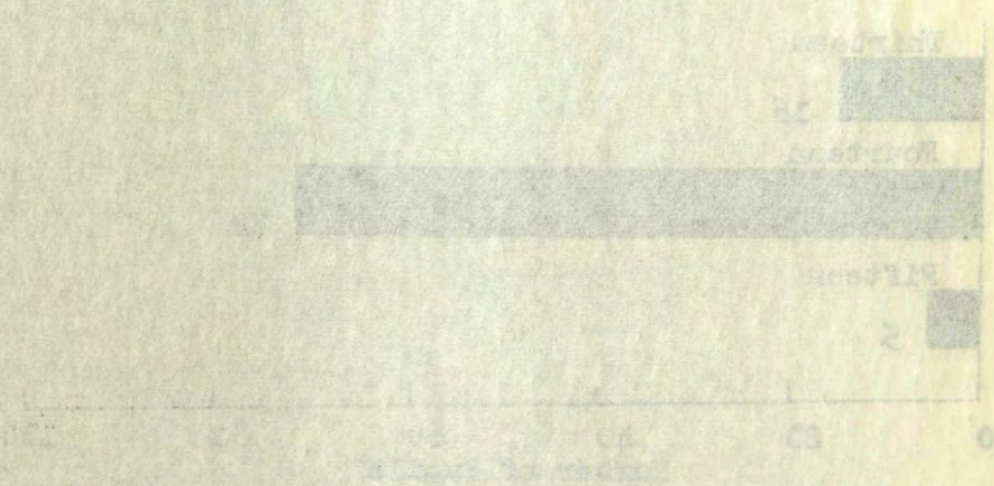


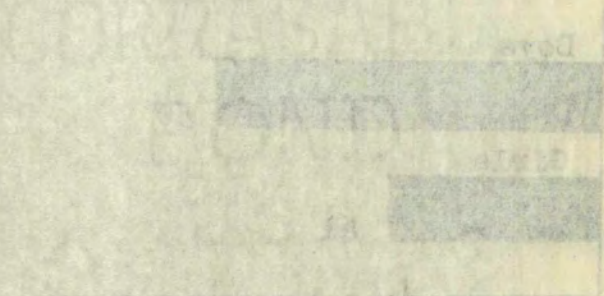
FIGURE 2

SEX OF SERVICE PUPILS



Number of people

1900



Number of people

SEX OF PEOPLE

of birth by these S. Texas was the birthplace of seventeen S. California, Colorado, Florida, Oklahoma, and Washington each had five S claiming these states as their place of birth.

Educational background of the service pupils. The S in this study were a group of well-traveled students. No student attended less than two different schools and only 4.7% of the students obtained all their formal schooling in one state.

The number of schools attended by the S ranged from two to nine, with the average being 5.2 schools (Figure 3). Also, these schools attended were, in the main, located in many different states. The number of states in which the S attended public schools ranged from one state to six different states, with the average being 3.2 different states (Figure 4).

The group of O attended from two to eight schools, with the average being 3.5 schools. They also attended schools in an average of 1.5 different states.

Concerning overseas schools, 45.7% of the S at Woodrow Wilson Junior High School obtained a portion of their formal schooling outside the continental limits of the United States. Of the forty-two S attending overseas schools, four had attended schools in two foreign countries. Places of formal schooling other than the United States and the number of S attending schools in these foreign countries were, in

of birth by years 2, 1910 and 1920. The study was conducted in California, Colorado, and New Mexico. The study had five objectives: (1) to determine the percentage of the population in each age group; (2) to determine the percentage of the population in each sex; (3) to determine the percentage of the population in each race; (4) to determine the percentage of the population in each occupation; and (5) to determine the percentage of the population in each education level.

EDUCATIONAL BACKGROUND OF THE STUDY

In this study, a group of 100 students was selected from a high school in California. The students were divided into two groups: 50 students who had completed high school and 50 students who had not completed high school. The students were then divided into three groups: 33 students who had completed high school, 17 students who had not completed high school, and 50 students who had completed high school but had not completed college. The students were then divided into four groups: 33 students who had completed high school, 17 students who had not completed high school, 17 students who had completed high school but had not completed college, and 13 students who had completed high school but had not completed college.

The number of students in each group was determined by the number of students who had completed high school, the number of students who had not completed high school, the number of students who had completed high school but had not completed college, and the number of students who had completed high school but had not completed college. The number of students in each group was determined by the number of students who had completed high school, the number of students who had not completed high school, the number of students who had completed high school but had not completed college, and the number of students who had completed high school but had not completed college. The number of students in each group was determined by the number of students who had completed high school, the number of students who had not completed high school, the number of students who had completed high school but had not completed college, and the number of students who had completed high school but had not completed college.

The group of 100 students was divided into four groups: 33 students who had completed high school, 17 students who had not completed high school, 17 students who had completed high school but had not completed college, and 13 students who had completed high school but had not completed college. The group of 100 students was divided into four groups: 33 students who had completed high school, 17 students who had not completed high school, 17 students who had completed high school but had not completed college, and 13 students who had completed high school but had not completed college. The group of 100 students was divided into four groups: 33 students who had completed high school, 17 students who had not completed high school, 17 students who had completed high school but had not completed college, and 13 students who had completed high school but had not completed college. The group of 100 students was divided into four groups: 33 students who had completed high school, 17 students who had not completed high school, 17 students who had completed high school but had not completed college, and 13 students who had completed high school but had not completed college.

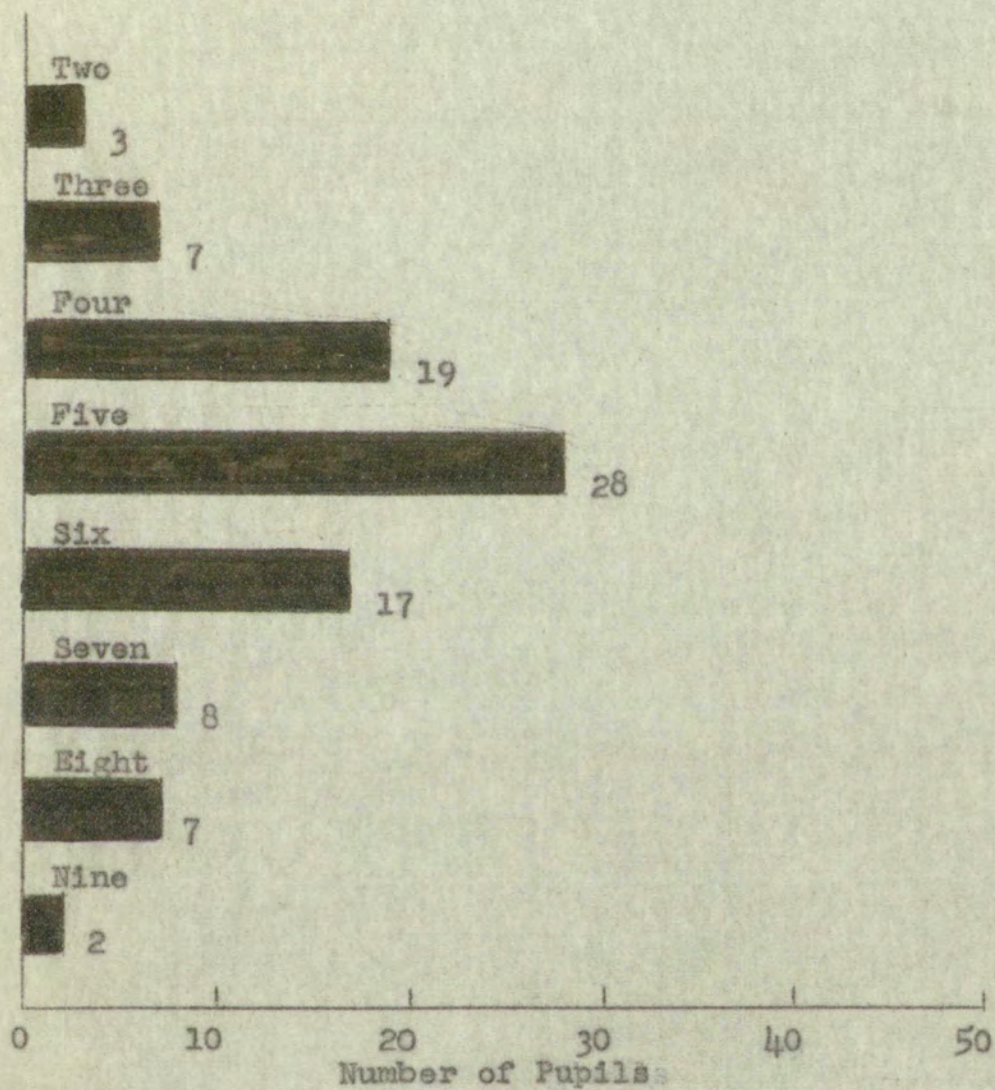
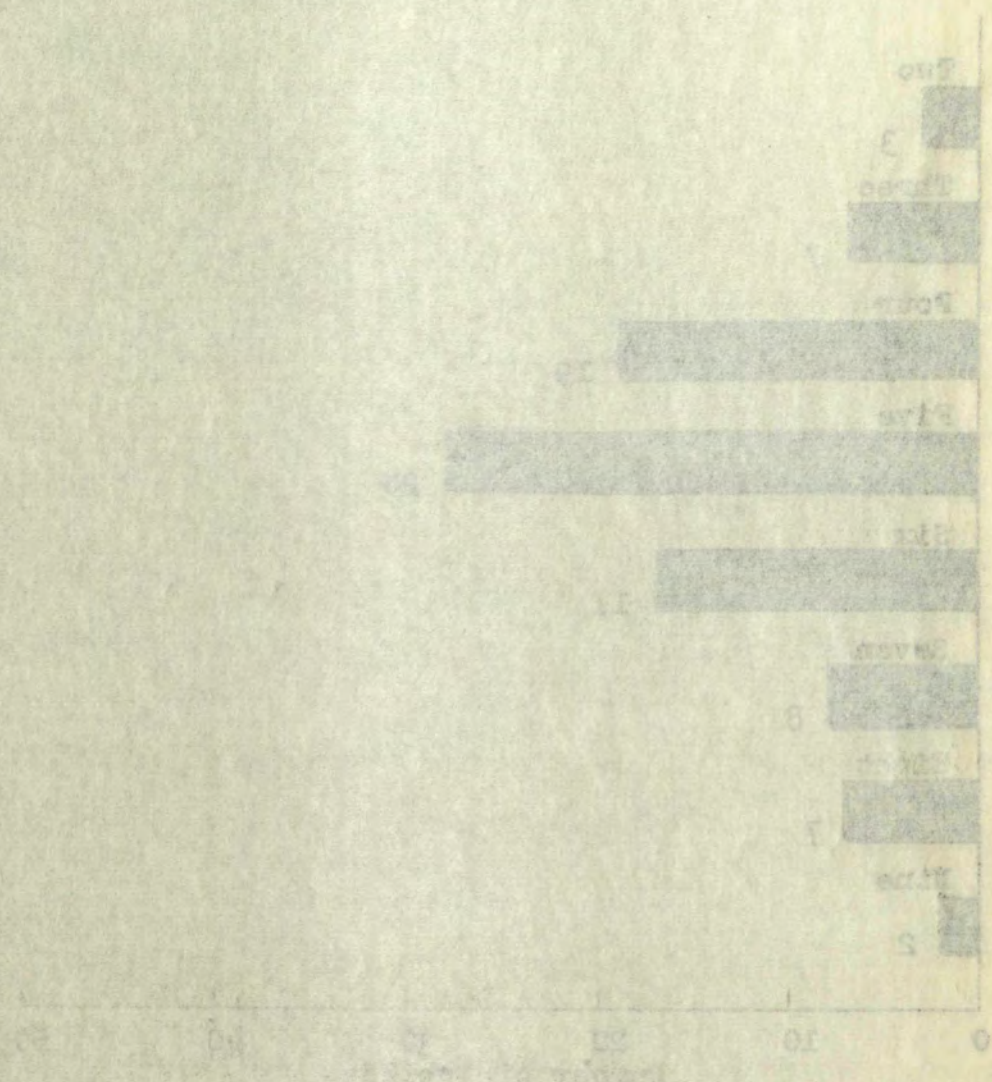


FIGURE 3

NUMBER OF SCHOOLS ATTENDED
BY SERVICE PUPILS



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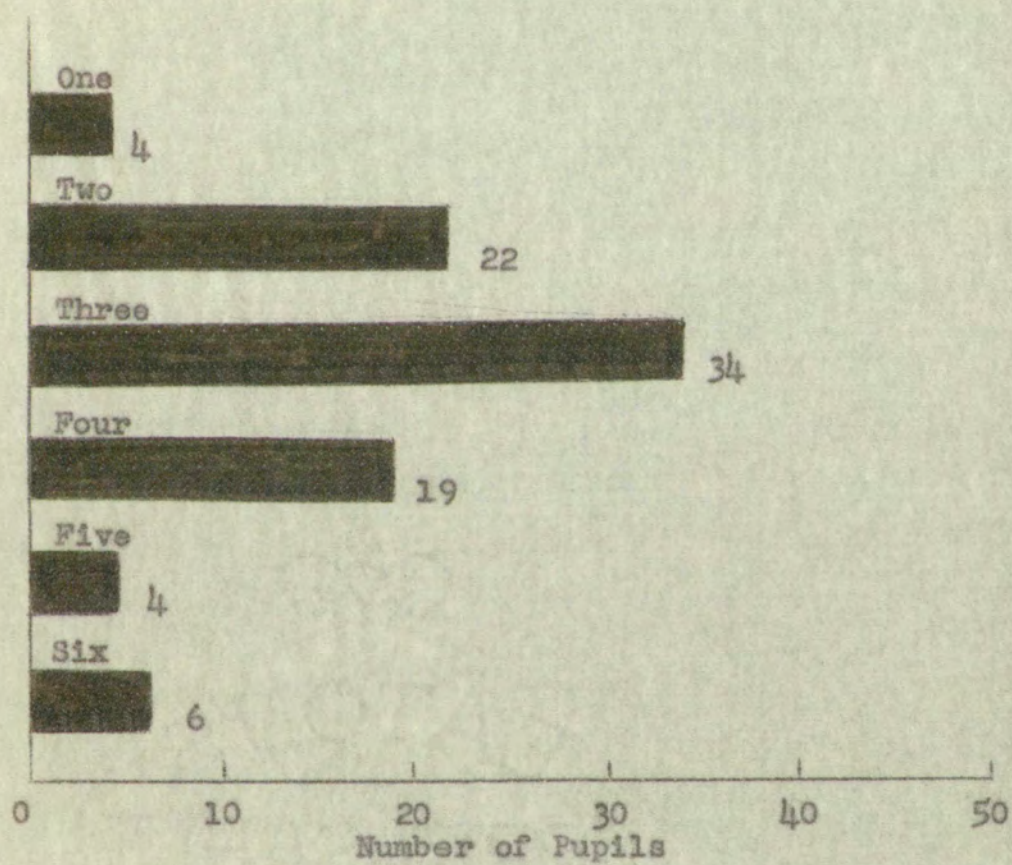
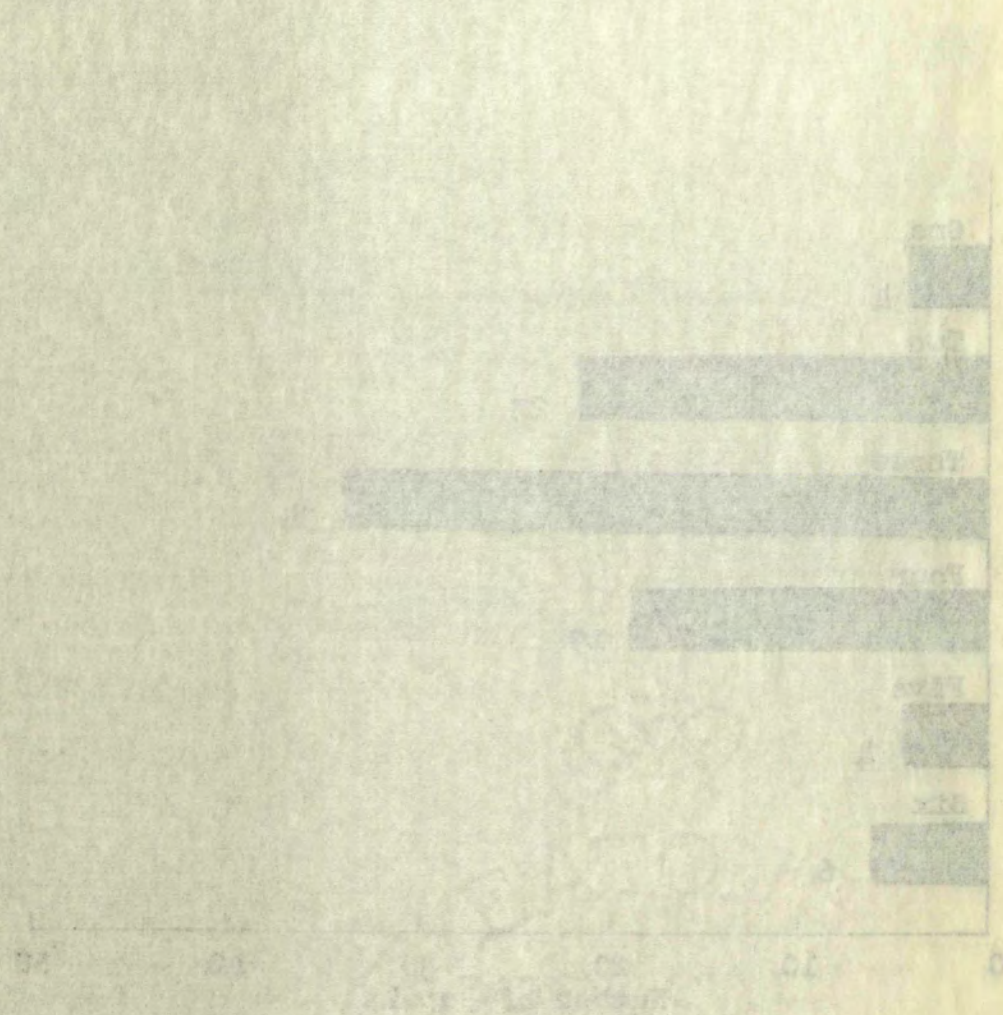


FIGURE 4

NUMBER OF DIFFERENT STATES IN WHICH
SERVICE PUPILS ATTENDED SCHOOL



RECEIVED BY THE DIRECTOR OF THE BUREAU OF THE ARMY
OFFICE OF THE CHIEF OF THE BUREAU OF THE ARMY

CLERK OF THE COURT

descending order of their frequency: Germany, 12; England, 9; Japan, 7; Canal Zone, 7; Africa, 4; Alaska, 3; and Puerto Rico, 2. The following overseas schools were attended by at least one S in the study: Canada, Chile, France, Iran and Spain.

Formal schooling of the parents of the service pupils.

The parents of the S seemed to be alike in only one respect -- they were all in the service at one time or another. Otherwise, there was a great range of formal schooling and of service grade of the parents of the S.

Formal schooling of the parents ranged from completion of the fourth grade to graduate studies for the father and from completion of the third grade to graduate studies for the mother. Concerning the paternal side of the family, only 8.8% of the fathers did not complete twelve years of formal schooling. Sixty-two per cent of the fathers began college work, thirty-three per cent completed four years of college, and 42.2% of these did graduate work. The maternal side of the family showed that 19.2% of the mothers did not complete twelve years of formal schooling. Forty-six per cent of these mothers began college work with 24.4% completing four years of college and 33.3% of these doing graduate work. The most common termination point of formal schooling of these parents was after twelve years with 30.4% of the fathers and 35.6%

of the mothers completing their formal schooling at that point.

Service grade of the father. The service grade of the parents in this study ranged from an enlisted grade of corporal to a commissioned officer holding the rank of major general. The parents of the S represented three branches of the service: Army, Navy, and Air Force.

The percentage of the parents in this study who held commissions proved to be atypical of the military in general in that fifty-one of the eighty-nine parents held commissions. This represents fifty-seven per cent of the parental population in this study. Ordinarily, only fifteen per cent of service personnel hold commissions. For parents holding a commission, the modal father was a major, and for parents not having a commission, the modal father was a master sergeant (Figure 5).

of the mothers consulted, the following results were obtained:

Service given by the mothers.

Parents in this study ranged from 18 to 65 years of age. The majority of the mothers were between 25 and 40 years of age. The majority of the mothers were between 25 and 40 years of age. The majority of the mothers were between 25 and 40 years of age.

The percentage of the mothers who were between 25 and 40 years of age was 65%. The percentage of the mothers who were between 25 and 40 years of age was 65%. The percentage of the mothers who were between 25 and 40 years of age was 65%.

Commissioners proved to be a group of the mothers in service in that fifty-one of the mothers had been in service. This represents fifty-one of the mothers who had been in service. This represents fifty-one of the mothers who had been in service.

(Figure 2.)

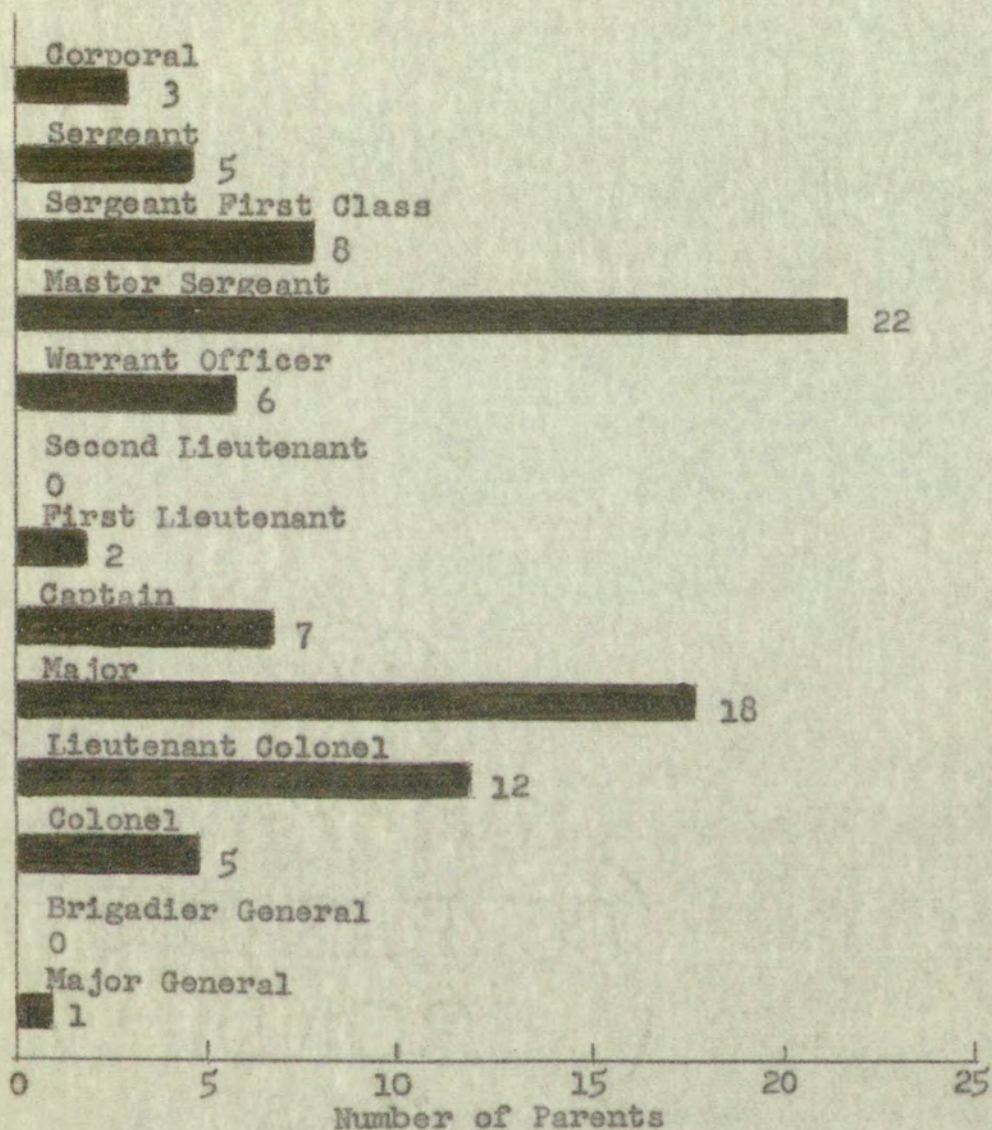


FIGURE 5

SERVICE GRADE OF PARENT (BY ARMY RANK)

V TEST RESULTS

Test results are listed for both groups of pupils, the S and the O in all areas of the mental maturity and scholastic achievement tests. Preference record results are listed for only the O.

The main features of each test area are discussed in the text. Statistical data, including the range, mean, standard deviation, and standard error of the mean are listed in tables designed to supplement the material in the text.

Mental Maturity Test Results

Non-language. Both the S and the O had their lower mean scores in the non-language area of the mental maturity test. The S had a higher mean I.Q., standard deviation, and standard error of the mean than the O. The range of scores was greater for the O than for the S (Table 2).

The observed difference between the means of the two groups was 2.65. The standard error of the difference between the means was 1.77. A test of significance of the difference between the means reveals a t of 1.49, which is not significant.

Four variables were selected for the study: (1) the
and the 3 in all cases of the standard deviation and the
the achievement score. The achievement score was calculated
for only two groups.
The main purpose of this study was to determine
the best, standard deviation, and the standard deviation
standard deviation, and the standard deviation of the
in tables assigned to the study of the standard deviation.

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When scores in the study were compared, the
achieved score, the standard deviation, and the
tion, and standard deviation of the study were
range of scores was calculated for each of the
(Table 2).
The observed difference between the two groups was
groups was 2.5. The standard deviation of the
between the two groups was 1.5. The standard deviation
difference between the two groups was 1.5. The
not significant.

Language. The language area of the mental maturity test also had the S having a higher mean I.Q. and standard error of the mean than the O. In this area the O had a larger standard deviation and range than the S (Table 3).

An observed difference of 2.00 was found between the means of the S and the O. The standard error of the difference between the means was 1.50 and a t test of significance of the difference between the means had t equal to 1.33, which is not significant.

Total mental maturity test. The total of both areas of the mental maturity test showed that the S had a higher mean I.Q. than did the O.

Scholastic Achievement Test Results

Each area of the scholastic achievement test will be discussed in the following section. Both areas of the arithmetic test will be grouped together, as will the reading areas, and the mechanics of English and spelling areas.

Arithmetic Test. The smallest observed difference in mean grade-level between the S and the O was discovered in the area of arithmetic fundamentals. The area of arithmetic reasoning showed a greater observed difference in the mean grade-level of the two groups.

Tables 4 and 5 show the ranges, means, standard deviations, and standard error of the means in the respective

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Table 1 ...

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TABLE 2

DATA FOR NON-LANGUAGE AREA OF
MENTAL MATURITY TEST *

	Service pupils	Other pupils
Range	61-139	55-141
Mean	102.55	99.90
Standard deviation . .	14.49	14.02
Standard error of the mean	1.54	0.87

* Computed in IQ score.

TABLE 3

DATA FOR LANGUAGE AREA OF
MENTAL MATURITY TEST *

	Service pupils	Other pupils
Range	69-132	62-143
Mean	107.50	105.50
Standard deviation . . .	10.57	13.63
Standard error of the mean	1.24	0.84

* Computed in IQ score.

TABLE 4
ARITHMETIC FUNDAMENTALS TEST DATA *

	Service pupils	Other pupils
Range	6.2-13.0	4.7-13.5
Mean	9.75	9.66
Standard deviation	1.66	1.85
Standard error of the mean	0.19	0.11

* Computed in grade-level.

TABLE 5
ARITHMETIC REASONING TEST DATA *

	Service pupils	Other pupils
Range	6.0-13.9	4.4-13.9
Mean	10.18	9.47
Standard deviation	1.48	1.51
Standard error of the mean	0.16	0.09

* Computed in grade-level.

TABLE 2

ARTIFICIAL GRADE-LEVEL DATA

Grade level	Grade level	
0.0-1.0	0.0-1.0	Range
0.0	0.0	Mean
0.0	0.0	Standard deviation
0.0	0.0	Standard error of the mean

* Computed in grade-level.

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TABLE 3

ARTIFICIAL GRADE-LEVEL DATA

Grade level	Grade level	
0.0-1.0	0.0-1.0	Range
0.0	0.0	Mean
0.0	0.0	Standard deviation
0.0	0.0	Standard error of the mean

* Computed in grade-level.

areas of arithmetic fundamentals and arithmetic reasoning.

In the area of arithmetic fundamentals, the observed difference between the means was 0.09. The standard error of the difference between the means was 0.22, and t was computed to be equal to 0.41 which is not significant.

The observed difference between the means in the area of arithmetic reasoning was 0.71, and a standard error of the difference between the means was 0.19. A test of significance of the difference between the means reveals a t of 3.74 which is significant.

Reading test. The S obtained their highest mean grade level in the reading comprehension area, as did the O, even though it was not as high as that of the S. The O obtained their second highest mean grade-level in the area of reading vocabulary, but it still was not so high as that of the S.

Ranges, means, standard deviations, and standard error of the means are found in Table 6 for the area of reading vocabulary and in Table 7 for the reading comprehension area.

The observed difference between the means was 0.41 in the reading vocabulary area. Standard error of the difference between the means was computed to be 0.17 while t was found to be equal to 2.41, which is significant.

In the area of reading comprehension, the observed difference between the means was 0.28. The standard error of

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EXPERIMENT
OVER FIVE
GRADE

TABLE 6
READING VOCABULARY TEST DATA *

	Service pupils	Other pupils
Range	4.7-12.0	4.8-12.3
Mean	10.16	9.75
Standard deviation	1.38	1.40
Standard error of the mean	0.15	0.09

* Computed in grade-level.

TABLE 7
READING COMPREHENSION TEST DATA *

	Service pupils	Other pupils
Range	6.0-14.0	5.0-14.0
Mean	10.65	10.37
Standard deviation	2.12	2.33
Standard error of the mean	0.23	0.14

* Computed in grade-level.

TABLE 1
QUALITY CONTROL DATA

Upper specification	Lower specification	
10.5-11.5	9.5-10.5	Range
10.3	10.2	Mean
1.0	1.0	Standard deviation
0.05	0.15	Standard error of the mean

* Computed in Grade-level.

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TABLE 2

QUALITY CONTROL DATA

Upper specification	Lower specification	
10.5-11.5	9.5-10.5	Range
10.3	10.2	Mean
1.0	1.0	Standard deviation
0.05	0.15	Standard error of the mean

* Computed in Grade-level.

the difference between the means was 0.27. A value of 1.04 was computed for t . This is not significant.

Language test. It was in the area of spelling that the only mean grade-level less than 9.47 was recorded for any group of pupils. The mechanics of English area again had the S obtaining a higher mean grade-level than the O.

Tables 8 and 9 show the ranges, means, standard deviations, and standard error of the means for the respective areas of mechanics of English and spelling.

The observed difference in mean scores in the area of spelling was 0.30. The standard error of the difference between the means was 0.19 and t was computed to be equal to 1.58, which is not significant.

An observed difference of 0.18 was discovered in the mean scores of the mechanics of English area. The standard error of the difference between the means was 0.19 and t was computed to be 0.95, which is not significant.

Test results of service pupils attending a different number of schools. Concerning the effect of the number of schools attended by these S and the results of scholastic achievement battery, these facts were discovered. By using a composite grade-level for the entire scholastic achievement battery it was determined that the pupils attending the least number and most number of schools had the lowest mean

TABLE 8
MECHANICS OF ENGLISH TEST DATA *

	Service pupils	Other pupils
Range	5.6-12.8	3.6-13.7
Mean	9.79	9.61
Standard deviation	1.41	1.83
Standard error of the mean	0.15	0.11

* Computed in grade-level.

TABLE 9
SPELLING TEST DATA *

	Service pupils	Other pupils
Range	4.4-11.3	3.2-11.3
Mean	8.88	8.58
Standard deviation	1.48	1.77
Standard error of the mean	0.15	0.10

* Computed in grade-level.

Service cycles	Other cycles
Range	3.5-12.5
Mean	7.7
Standard deviation	1.81
Standard error of the mean	0.15

* Computed in grade-level.

Service cycles	Other cycles
Range	4.0-11.5
Mean	7.8
Standard deviation	1.66
Standard error of the mean	0.13

* Computed in grade-level.

composite grade-level. The S attending two and three different schools and eight and nine different schools were combined because of the small number of pupils attending these numbers of schools. The number of different schools attended by the S and their mean composite grade-level are listed in Table 10.

Test results of service pupils attending overseas schools. Pupils attending overseas schools had higher mean grade-levels in every area of the scholastic achievement battery, excepting both areas of reading. S attending schools only in the United States had their high mean grade-level in the area of reading comprehension with a 10.71 grade-level. S attending overseas schools had a high mean grade-level of 10.56 in the area of arithmetic reasoning. However, the difference between the means was not significant in any area (Figure 6).

Preference Record Results

The Kuder Preference Record was completed by a total of sixty-four S, thirty-three boys and thirty-one girls. Of these, twenty-five or seventy-six per cent of the boys, and twenty-six or eighty-four per cent of the girls had valid scores. This compares to respective valid scores of seventy-eight per cent and eighty-two per cent for boys and girls in the group of O.

composite grade-level. The 2 schools in the district had
ent schools and eight of the district schools were
because of the small number of students in the district
of schools. The number of district schools was 10
2 and their mean composite grade-level was 1.5.

Table 10.

Test Results of Grade 1 and 2 Schools in the District
schools. Table 10 shows the results of the district
grade-levels in each year of the district schools.
battery, executive board, and the district schools.
only in the United States and that the district schools
the area of the district schools was 1.5.
2 attending overseas schools and 10 schools in the district.
10.25 in the area of the district schools.
difference between the district schools and the district schools.
(Figure 6).

Relative School Results

The district schools were divided into 2 groups
of sixty-four 2, thirty-two 2, and thirty-two 2.
these, twenty-five or twenty-five or twenty-five or twenty-five
twenty-six or twenty-six or twenty-six or twenty-six or twenty-six
scores. This compares to the scores of the district schools
eight per cent and eight per cent and eight per cent and eight
the group of 2.

TABLE 10

MEAN GRADE-LEVELS OF SERVICE PUPILS COMPARED WITH
THE DIFFERENT NUMBER OF SCHOOLS ATTENDED

Schools Attended	Arithmetic reasoning	Arithmetic fundamentals	Reading vocabulary	Reading comprehension	Mechanics of English	Spelling	Mean Composite Grade-Level
2 and 3	9.60	8.10	9.60	9.40	8.90	8.10	8.95
4	10.75	10.50	10.20	10.40	9.20	9.05	10.00
5	9.65	9.40	10.10	10.30	9.80	9.35	9.75
6	10.10	9.50	10.30	10.50	10.05	8.35	9.85
7	9.80	9.40	10.10	9.70	8.10	9.80	9.40
8 and 9	9.35	8.20	9.55	9.60	9.35	8.20	9.10

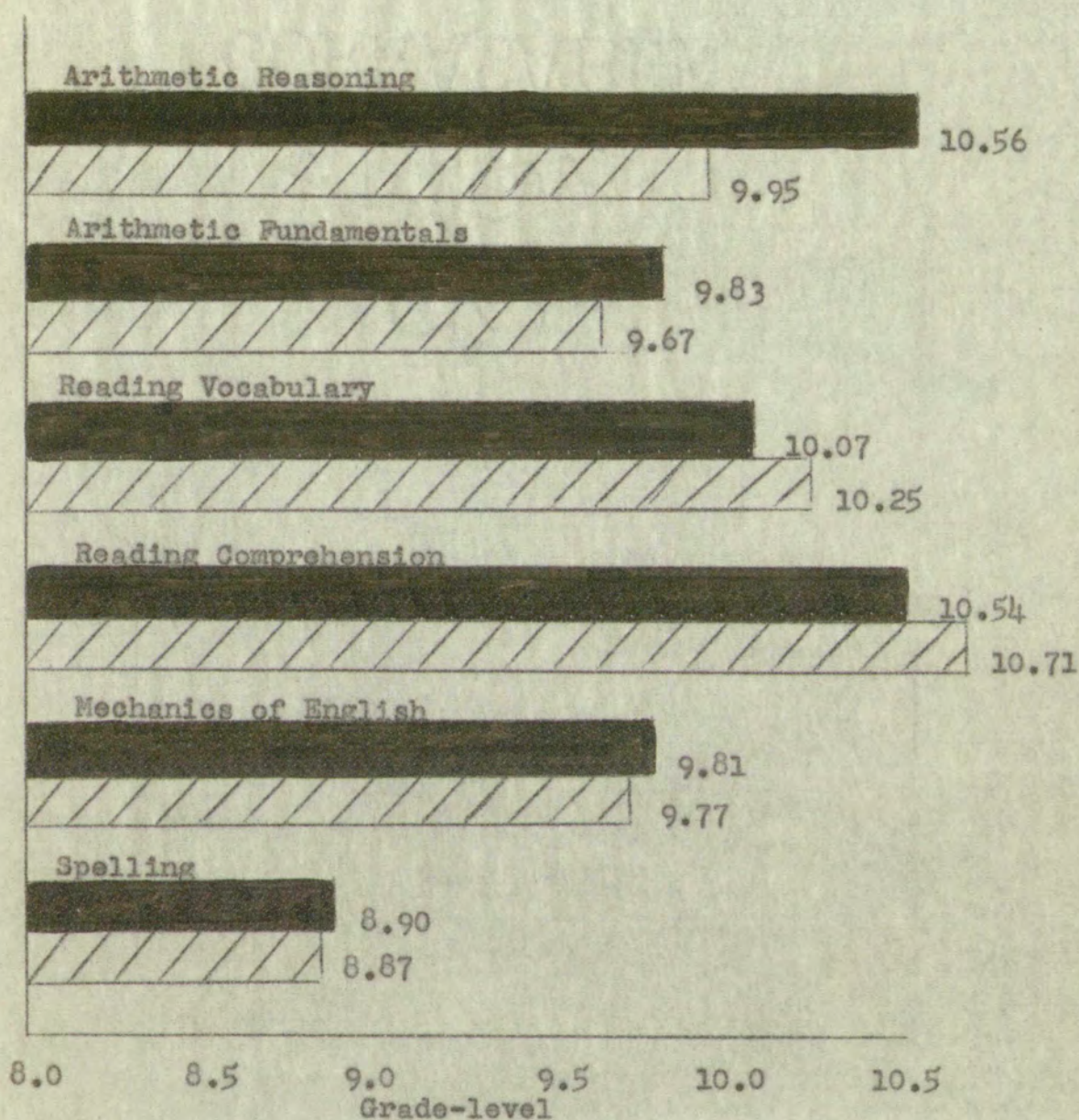
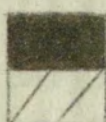


FIGURE 6

MEAN GRADE-LEVELS OF SERVICE PUPILS
ATTENDING OVERSEAS SCHOOLS



Service pupils attending overseas schools
Service pupils attending schools only in the U.S.

According to Kuder, "a percentile of 65 is significantly high at the five per cent level of confidence for 20 cases."¹⁷ Therefore, only areas exceeding the 65th percentile and less than the 35th percentile will be discussed in the following paragraph.

Among the service boys, the highest score was found in the artistic area. Other significantly high scores were found in the computational and scientific areas. Significant low scores were discovered in the areas of musical and persuasive preferences. The service girls scored highest in the area of scientific preferences, and also had a significantly high score in the area of computational preferences. Service girls also had low significant scores in the areas of musical and persuasive preferences. Complete preference record results for the service boys and girls are illustrated in Figures 7 and 8 respectively.

¹⁷G. Fredric Kuder, Examiner Manual - Kuder Preference Record - Vocational Form G (Chicago: Science Research Associates, 1956), p. 12.

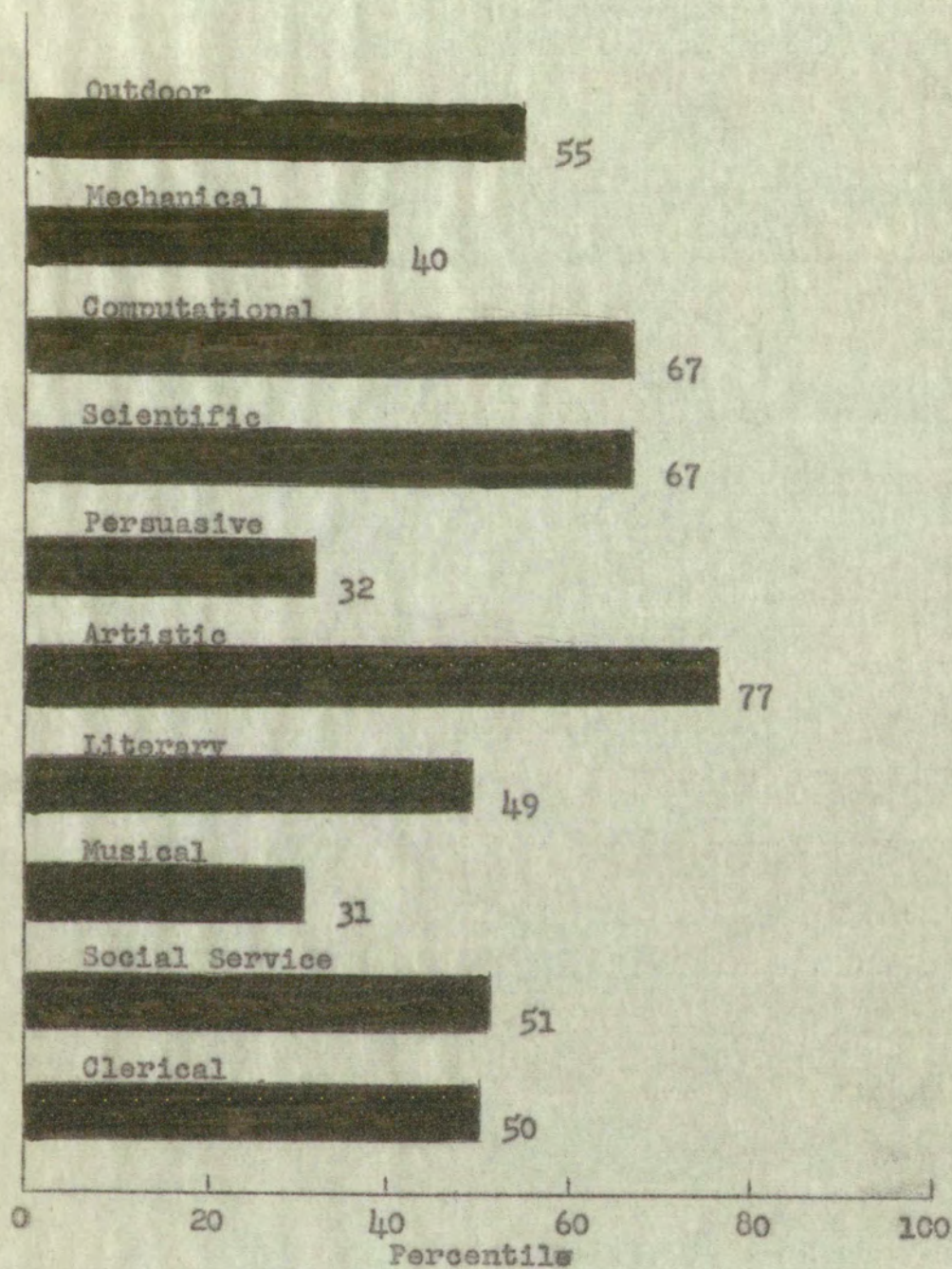


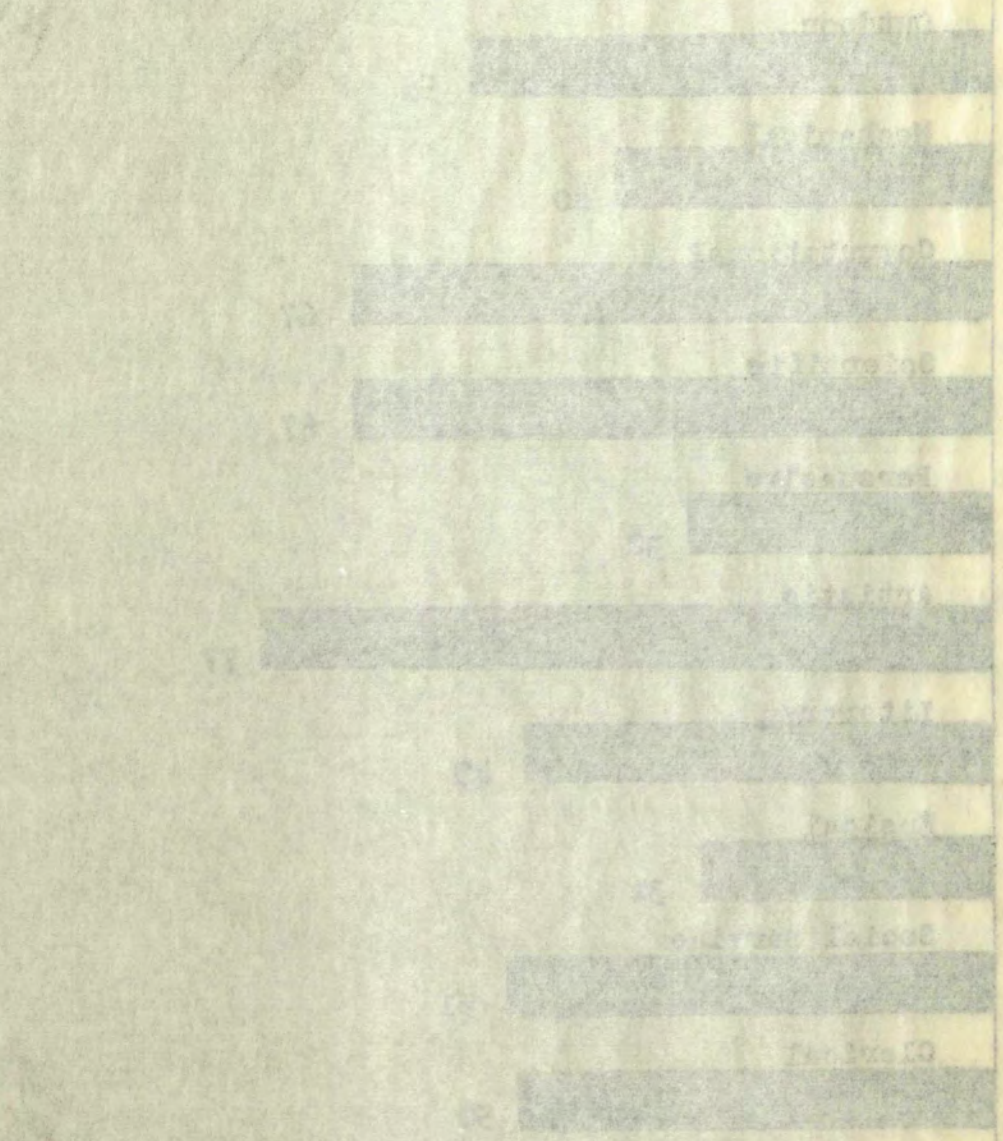
FIGURE 7

PREFERENCE RECORD RESULTS
FOR SERVICE BOYS

100

14

15



100 95 90 85 80 75 70 65 60 55

100 95 90 85 80 75 70 65 60 55

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100 95 90 85 80 75 70 65 60 55

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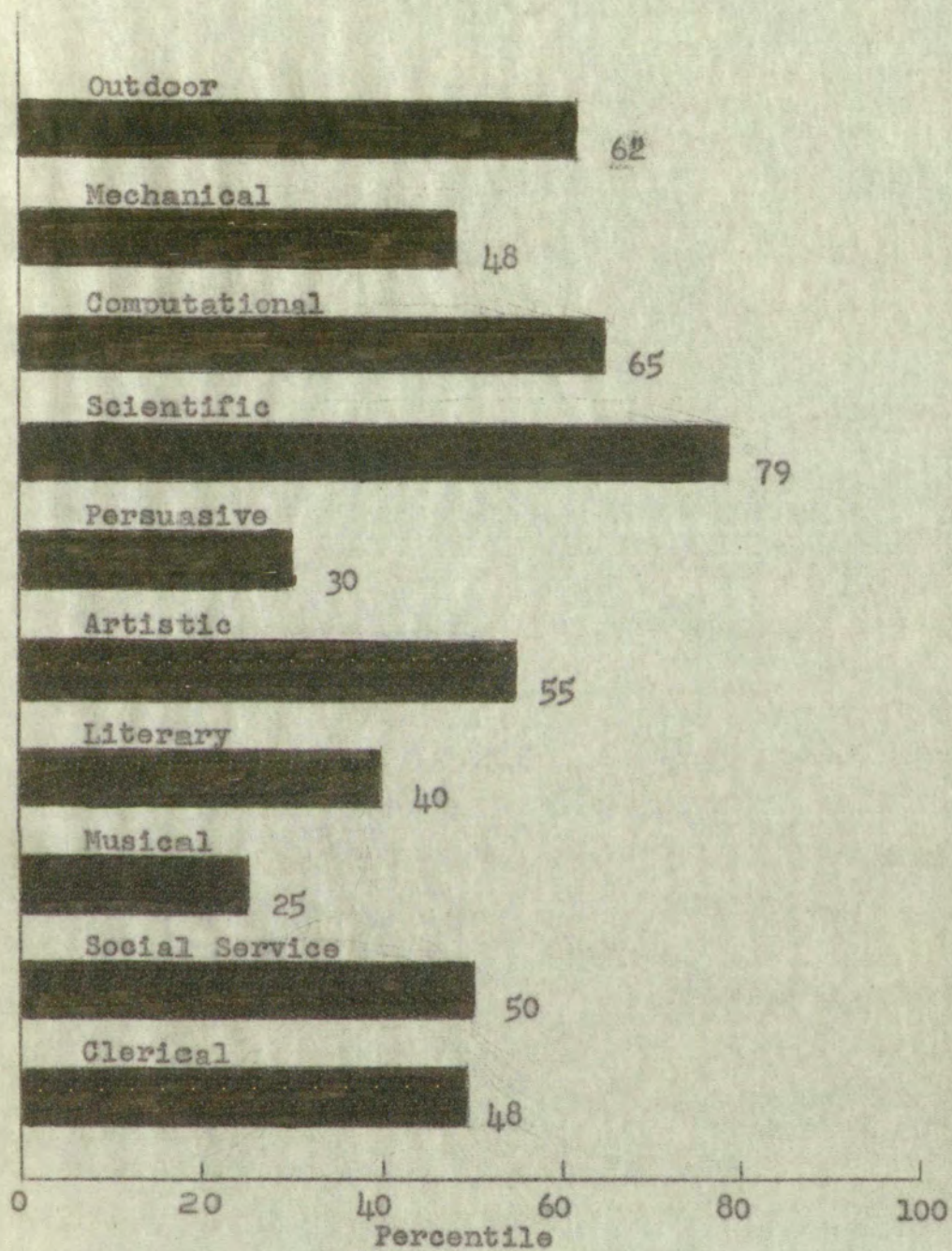


FIGURE 8

PREFERENCE RECORD RESULTS
FOR SERVICE GIRLS

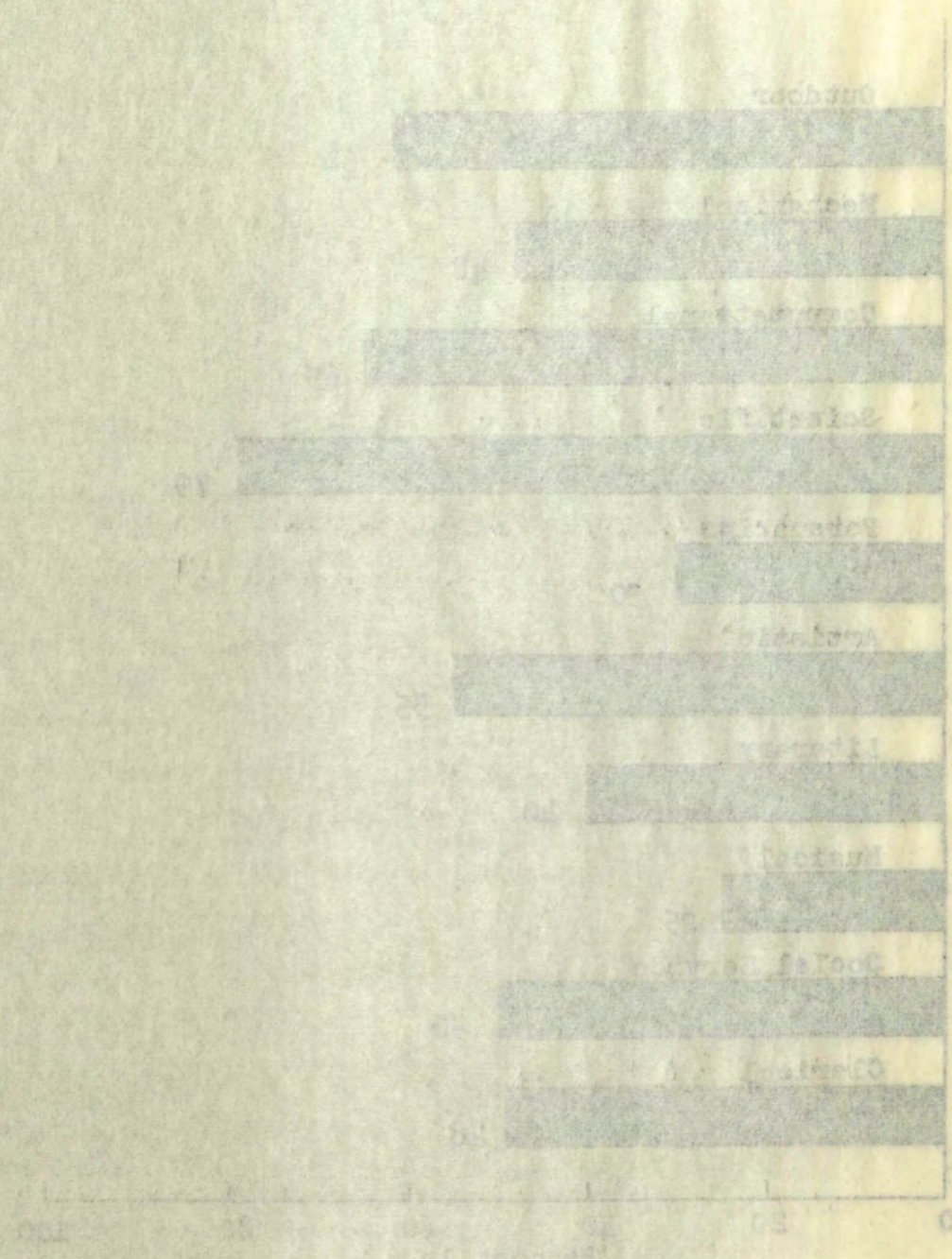


Figure 1: Comparison of different environments

VI SUMMARY AND CONCLUSIONS

The purpose of this study was to investigate the differences in mental maturity, scholastic achievement, and preferences between service pupils and other pupils. A secondary purpose was to determine if certain factors could account for any possible differences which were discovered.

Subjects providing data for this study were 400 ninth grade pupils, of which approximately twenty-four per cent were classified as S. Tests administered to these subjects were the California Test of Mental Maturity, the California Achievement Battery, and the Kuder Preference Record. An Information Sheet distributed to all ninth grade pupils obtained information concerning the age, sex, place of birth, and educational background of the S and their parents, and also the service grade of the parents. These same Information Sheets also collected information concerning the age, sex, and educational background of the O.

The Information Sheet revealed that the S were grouped within a chronological age-level of three years and with no vast difference as to the sex of the subjects. This compares favorably with the O. The S and their families were a very mobile group, as was evidenced by the fact that the S claimed

thirty-one different states as their place of birth. This mobility was also in evidence in the educational background of the S, with the S attending an average of 5.2 different schools in an average of 3.2 different states. This was in comparison with the O who attended an average of 3.5 different schools in an average of 1.5 different states. Forty-six per cent of the S obtained a portion of their formal schooling in a total of twelve foreign countries.

Formal schooling of the parents of these S ranged from completion of the third and fourth grade to graduate studies for seven per cent of the mothers and fifteen per cent of the fathers respectively. Service grade of the parent illustrated that this group of S had parents who were atypical of the service in general with fifty-seven per cent of the fathers holding commissions. This compares with fifteen per cent of the entire military holding commissions.

Concerning test results, mental maturity test results had the S obtaining a mean IQ higher than that of the O in both the language and non-language areas. However, the difference between these mean IQ scores was not significant in either area.

Scholastic achievement test results showed that the S obtained a higher mean grade-level in every area of the scholastic achievement battery than did the O. The only areas in which the difference between the mean grade-

111
112

levels was significant were the areas of arithmetic reasoning and reading vocabulary.

A further break-down of the scholastic achievement battery finds that both the S and the O obtained their lowest mean grade-level in the area of spelling and their highest mean grade-level in the area of reading comprehension. Spelling was the only area in which either group had a mean grade-level less than 9.47. The S had a mean grade-level of 8.88 and the O a mean grade-level of 8.58 in this area. The reading vocabulary area had the S obtaining a mean grade-level of 10.16 and the O obtaining a mean grade-level of 9.75. These same groups obtained respective grade-levels of 10.18 and 9.47 in the area of arithmetic reasoning. As was stated previously, these were the only two areas of the scholastic achievement battery that revealed a significant difference between mean grade-levels.

A possible explanation of the higher mean score of the S in the area of reading vocabulary could result from the mobility of the S. Different words are used with varying degrees of frequency in different sections of the United States. Also, fifty per cent of this area was composed of mathematics and science vocabulary, or areas in which the S had high preference scores. The higher mean score of the S in the area of arithmetic reasoning could result from the fact that the majority of the parents are associated with occupations

level was slightly above the level of the mean and reading vocabulary.

A further breakdown of the mean reading vocabulary level for the two groups is shown in Table 1.

Mean grade-level for the two groups is shown in Table 2. The mean grade-level for the two groups is shown in Table 2.

Reading was the only area in which the two groups differed significantly. The mean reading level for the two groups is shown in Table 2.

Grade-level for the two groups is shown in Table 2. The mean grade-level for the two groups is shown in Table 2.

of 10.16 and the mean grade-level for the two groups is shown in Table 2. The mean grade-level for the two groups is shown in Table 2.

mean groups obtained significantly different results. The mean grade-level for the two groups is shown in Table 2. The mean grade-level for the two groups is shown in Table 2.

9.5 in the area of arithmetic vocabulary. The mean grade-level for the two groups is shown in Table 2. The mean grade-level for the two groups is shown in Table 2.

previously, there was no significant difference between the two groups. The mean grade-level for the two groups is shown in Table 2. The mean grade-level for the two groups is shown in Table 2.

achievement between the two groups. The mean grade-level for the two groups is shown in Table 2. The mean grade-level for the two groups is shown in Table 2.

between mean grade-levels. The mean grade-level for the two groups is shown in Table 2. The mean grade-level for the two groups is shown in Table 2.

A possible explanation for the difference in the two groups is shown in Table 2. The mean grade-level for the two groups is shown in Table 2. The mean grade-level for the two groups is shown in Table 2.

in the area of reading vocabulary and arithmetic vocabulary. The mean grade-level for the two groups is shown in Table 2. The mean grade-level for the two groups is shown in Table 2.

mobility of the two groups. The mean grade-level for the two groups is shown in Table 2. The mean grade-level for the two groups is shown in Table 2.

that necessitate mastery of this area.

Scholastic achievement test results for S attending different numbers of schools revealed that the S attending the least and most schools had a lower mean grade-level than the other S. Otherwise, there was no relationship between the number of schools attended and scholastic achievement test results.

The S attending overseas schools had a higher mean grade-level than did those S attending schools only in the United States in four of the six areas of the scholastic achievement battery. The S attending overseas schools had lower mean grade-levels in both areas of the reading test. However, the difference between the mean-grade levels of these two groups was not significant for any area of the scholastic achievement battery.

Preference record results compared S with national norms. Using this comparison, significant scores were discovered for the following areas. It was discovered that both the service boys and girls had significantly low scores in the areas of musical and persuasive preferences. Both results could possibly be explained, the former by the fact that musical classifications are in a minority in the military and also by the fact that the mobility of the service family causes difficulty in obtaining private music instruction for the S. The latter could be explained by the fact

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that the very existence of the military demands unquestionable obedience to all orders.

Both service boys and girls had significantly high scores in the areas of computational and scientific preferences. This is to be expected, since their parents are closely associated with occupations in these areas. Service boys had their highest significant score in the area of artistic preferences. For this, there is no definite explanation.

In answer to the questions which were specifically posed at the beginning of the study, the following conclusions may be drawn from this study:

(1) In the mental maturity tests, the S had a higher mean IQ than the O in both the non-language and language areas. The difference between the means was not significant in either area.

(2) The S had a higher mean grade-level than the O in every area of the scholastic achievement battery with the difference between the mean grade-levels being significant only in the areas of arithmetic reasoning and reading vocabulary.

(3) The number of schools attended by the S does not seem to have any direct relationship with their results in the scholastic achievement battery.

that the very existence of the military system is based on this obedience to authority.

Both parents have no right to demand that their children should be obedient to authority.

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There is no right to demand that their children should be obedient to authority.

(4) The S attending overseas schools obtained higher mean grade-levels in four of the six areas of the scholastic achievement battery. However, these differences were not significant.

(5) The S definitely have preferences associated with the occupations in which the parents of the S are engaged. This holds true for both the likes and dislikes.

Results obtained from this study seem to indicate that a more exhaustive study could yield results of greater significance than those obtained in this study. It is believed that significant results could possibly be obtained with a larger sampling. This larger sampling is now possible since the Albuquerque Public Schools plan to administer "sweep" tests in all areas discussed in this study. These "sweep" tests would also make possible a study of all the S in the school system rather than in just one junior high school.

Of special interest are the preference record results. Significantly high and low scores were obtained in five of the ten preference areas for the group of S in this study. Discovering the causes for these likes and dislikes could be the basis for other studies.

Another phase of this study that could be explored more fully is the scholastic achievement test results of the S attending overseas schools and those S not attending overseas schools. The data obtained from this study, though not

(ii) The 2-gram frequency analysis of the mean grade-level in terms of the number of achievement levels, however, failed to show any significant.

(3) The 3-gram frequency analysis of the occupations in which the students were employed. This holds true for both the 1960 and 1970 data. Heavy concentration was found in the areas of more extensive study could be made in the

algorithmic data from which the results of that significant results could possibly be obtained. Larger samples. This larger sample is the

the algorithmic data from which the results of that significant results could possibly be obtained. Tests in all areas discussed in this study. Tests would also make possible a study of the school system. This is the first time that

Of special interest was the question of whether significant differences in the data were found. The test results for the 1960 and 1970 data were

Discovering the answer for that question. As the basis for other studies. Another study of the 1960 and 1970 data was

more fully in the algorithmic data. A attending overviews of the data were also made. The data were also made. The data were also made.

significant, seems to differentiate between these two groups.

Also, a complete study of the personal differences of the S would include a personality measurement of some kind.

Concerning recommendations to the guidance and counseling departments, the only concrete recommendations would concern S entering Woodrow Wilson Junior High School after the school year has begun. For these students, it would be recommended that they be placed in average or advanced sections, rather than retarded sections, until individual tests have been administered to these S. Scholastic achievement and mental maturity test results indicate that most S are capable of doing average or above-average work in most subject matter areas. Concerning electives, these S would be placed in a science elective rather than a music elective since results of the preference records seems to indicate choices in these directions. Also, service boys should be placed in art rather than any other elective because of their high score in this area.

significant, seems to be the case.

Also, a comparison of the two groups

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APPENDIX

INFORMATION SHEET (please print)

NAME (last name first) _____ SEX _____

DATE OF BIRTH _____ AGE AS OF NOV. 15, 1957 _____

PLACE OF BIRTH (city, state, country) _____

SCHOOLS ATTENDED (list in chronological order)
city, state, country from to grade completed

I _____

II _____

III _____

IV _____

V _____

VI _____

VII _____

VIII _____

NUMBER OF YEARS FATHER ATTENDED SCHOOL (circle) 9 10 11 12 13 14 15 16 G

NUMBER OF YEARS MOTHER ATTENDED SCHOOL (circle) 9 10 11 12 13 14 15 16 G

JOB TITLE OF MOTHER (if working) _____

JOB TITLE OF FATHER _____

GRADE OR RANK OF FATHER (if in the service) _____

INFORMATION SHEET (Please Print)

NAME (Last name first) _____

DATE OF BIRTH _____

PLACE OF BIRTH (city, state, country) _____

SCHOOLS ATTENDED (List in chronological order)
 city, state, country _____

to _____

Grade completed _____

I _____

II _____

III _____

IV _____

V _____

VI _____

VII _____

VIII _____

NUMBER OF YEARS FATHER ATTENDED SCHOOL (circle) 2 10 11 12 13 14 15 16

NUMBER OF YEARS MOTHER ATTENDED SCHOOL (circle) 2 10 11 12 13 14 15 16

JOB TITLE OF MOTHER (if working) _____

JOB TITLE OF FATHER _____

GRADE OR RANK OF FATHER (if in the service) _____

February 21, 1958

Mr. Glenn E. Reeling
Woodrow Wilson Junior
High School
1138 Cardenas, Southeast
Albuquerque, New Mexico

Dear Mr. Reeling:

The only study with which we are acquainted relating to the children of service personnel is one undertaken by Miss Catherine Barton. Miss Barton began a study of the achievements, interest, and personality adjustments of pupils in the 7th and 8th grades of the nine government schools in 1955. In a letter to us last summer, she indicated that the study was about completed and perhaps by this time an abstract of her findings would be available. Perhaps you will wish to correspond with Miss Barton in care of the Post School, United States Military Academy, West Point, New York.

We are especially interested in the fact that you are using the results of three of our publications in your study. We will be most grateful to receive a copy of your results when the study is completed.

Sincerely yours,

George V. Mendenhall
Research Coordinator

GVM:zb



February 22, 1935

Mr. Glenn E. Neelings
Woodrow Wilson Junior
High School
1125 Cambridge, Southeast
Albuquerque, New Mexico

Dear Mr. Neelings:

The only study which has been made of the
children of nervous parents is that of the
Guthrie family, where a study of the
mothers, fathers, and children was made
the year 1924 and 1925. In a letter to
1925, in a letter to the Bureau of
study was about 1924 and 1925, and
of her findings were 1924 and 1925, and
correspond with the study of the
Spence-Williams study.

We are especially interested in the
the results of the study of the
will be most helpful in the study of the
the study is of the

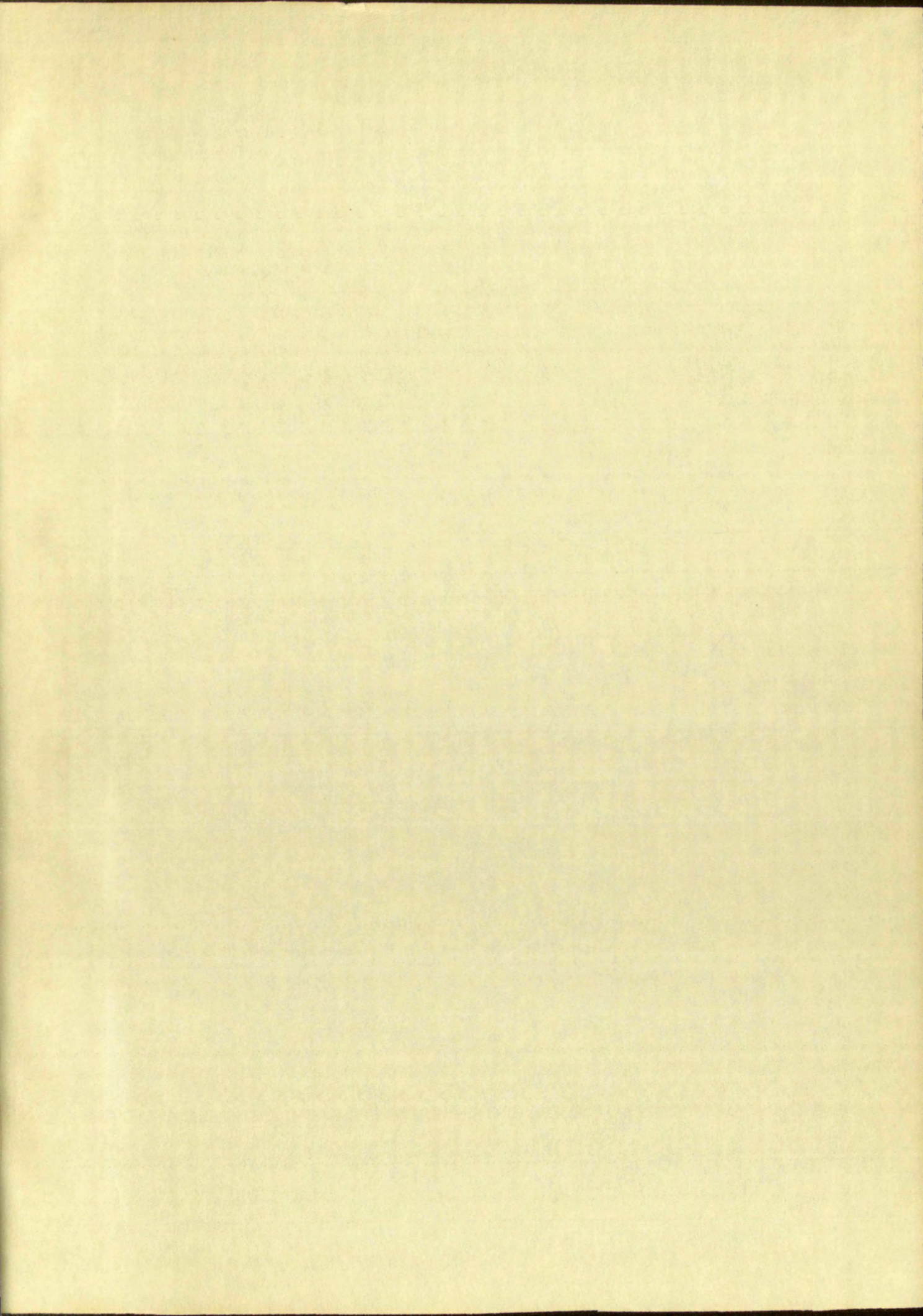
Sincerely yours,

George V. Henderson
Assistant Superintendent

EVH:ab

EFFICIENCY
ERASABLE BOND
RAG CONTENT

EFFICIENCY
RELIABLE BOND
HAS CONTENT



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