1937

Intelligence in Action

Robert A. Gossett

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INTELLIGENCE IN ACTION

As we look into the minds of pupils who are dependent upon
their teachers, we are met with the question, 'What is my
child's thought life?' If we ask them of their work, one of
my pupils may give an explanation. But when we press
for information, there is always a note that we say, 'Why
not that? Do not they have to do with their work?' We
ask our pupils to do their work, and they are unable to
cope with the problem. Is it possible that

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree
Master of Science

By
Robert A. Gossett

COLLEGE OF EDUCATION
BUTLER UNIVERSITY
1927
PREFACE

As we look about us and evaluate the many personalities with which we come in contact, we are never sure that our judgments will stand critical survey. We observe men as they engage in play, we watch them at their work, and we may engage them in conversation. But with all these contacts, there is always a doubt when we say this man is intelligent and that man is not. There are intelligence tests by the score, but they are inadequate to cope with this problem for two reasons. First, their validity is to be questioned. Experience justifies the comment that these tests do not measure exactly the thing intended to be measured. Second, no one wants to embarrass his friends by subjecting them to a test. The absurdity of this set-up would make it prohibitive if for no other reason. It is the thought that some criteria can be set up which will enable one to accurately classify mentality with out all the machinery mentioned above.

The writer acknowledges indebtedness to the high school principals, C. J. Sellars, Geo. Fell, L. J. C. Freeman, and Kenneth Pitts of Rushville, Brazil, Crawfordsville, and Waldron respectively, for their assistance in supplying the source material, the ground work for this study. An expression of grateful appreciation is tendered to Dr. A. B. Carlile for his kindly criticism and untiring guidance, and to Dr. W. L. Richardson of the College of Education of Butler University whose interest has inspired whatever degree of quality the work may possess.

R.A.C.

Waldron,
Indiana,
1937
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Statement of Problem</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Type of Subjects</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Intelligence Rating of Subjects</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Source of Data</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Method</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Limitations of the Method</td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td>Hobbies</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>24</td>
</tr>
<tr>
<td>III.</td>
<td>SCHOOL ACTIVITIES</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>28</td>
</tr>
<tr>
<td>IV.</td>
<td>VOCATIONS</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>53</td>
</tr>
<tr>
<td>V.</td>
<td>EXPERIENCE</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>64</td>
</tr>
<tr>
<td>VI.</td>
<td>ATTITUDE TOWARD SCHOOL COURSES</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>67</td>
</tr>
<tr>
<td>VII.</td>
<td>COLLEGE EDUCATION</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>69</td>
</tr>
<tr>
<td>VIII.</td>
<td>SUMMARY OF CONCLUSIONS</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>73</td>
</tr>
</tbody>
</table>

APPENDIX

Table of Contents

List of Tables
# List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The Distribution of Intelligence Quotients made by 312 High School Seniors</td>
<td>4</td>
</tr>
<tr>
<td>II. Hobbies of 156 Students whose Intelligence Quotients range from 70 to 103, indicated in percent</td>
<td>8</td>
</tr>
<tr>
<td>III. Hobbies of 156 Students whose Intelligence Quotients range from 104 to 129, indicated in percent</td>
<td>10</td>
</tr>
<tr>
<td>IV. Hobbies of 104 Students whose Intelligence Quotients range from 104 to 129, indicated in percent</td>
<td>12</td>
</tr>
<tr>
<td>V. Hobbies of 104 Students whose Intelligence Quotients range from 96 to 103, indicated in percent</td>
<td>13</td>
</tr>
<tr>
<td>VI. Hobbies of 104 Students whose Intelligence Quotients range from 109 to 129, indicated in percent</td>
<td>15</td>
</tr>
<tr>
<td>VII. Hobbies of 78 Students whose Intelligence Quotients range from 70 to 95, indicated in percent</td>
<td>16</td>
</tr>
<tr>
<td>VIII. Hobbies of 78 Students whose Intelligence Quotients range from 96 to 103, indicated in percent</td>
<td>17</td>
</tr>
<tr>
<td>IX. Hobbies of 78 Students whose Intelligence Quotients range from 104 to 110, indicated in percent</td>
<td>18</td>
</tr>
<tr>
<td>X. Hobbies of 78 Students whose Intelligence Quotients range from 111 to 129, indicated in percent</td>
<td>20</td>
</tr>
<tr>
<td>XI. Hobbies of 312 Students grouped according to various Intelligence levels, indicated in percent</td>
<td>21</td>
</tr>
</tbody>
</table>
LIST OF TABLES (CONTINUED)

XII. School Activities of 156 Students whose Intelligence Quotients range from 70 to 103, indicated in percent 27

XIII. School Activities of 156 Students whose Intelligence Quotients range from 104 to 129, indicated in percent 28

XIV. School Activities of 104 Students whose Intelligence is classed in the lower Third, indicated in percent 29

XV. School Activities of 104 Students whose Intelligence Quotients range in the Middle Third, indicated in percent 30

XVI. School Activities of 104 Students whose Intelligence Quotients range in the Upper Third, indicated in percent 31

XVII. School Activities of 78 Students whose Intelligence Quotients range in the Lower Quartile, indicated in percent 33

XVIII. School Activities of 78 Students whose Intelligence Quotients range from 96 to 103, indicated in percent 34

XIX. School Activities of 78 Students whose Intelligence Quotients range from 104 to 110, indicated in percent 35

XX. School Activities of 78 Students whose Intelligence Quotients range in the Upper Quartile, indicated in percent 36

XXI. Summary of School Activities by Groups according to the Intelligence 37

XXII. Vocations selected by the Lower One-half of the group, indicated in percent 41

XXIII. Vocations of 156 Students whose Intelligence Quotients range in the Upper One-half, indicated in percent 43

XXIV. Vocations of 104 Students whose Intelligence ranks in the Lower Third, indicated in percent 44
LIST OF TABLES (CONTINUED)

XXIV. Vocations of 104 Students whose Intelligence ranks in the Middle Third, indicated in percent

XXVI. Vocations selected by 104 Students whose Intelligence ranks in the Upper Third, indicated in percent

XXVII. Vocations chosen by 78 Students whose Intelligence ranks in the First Quartile, indicated in percent

XXVIII. Vocations chosen by 78 Students whose Intelligence ranks in the second Quartile, indicated in percent

XXIX. Vocations chosen by 78 Students whose Intelligence Quotients range from 104 to 110, indicated in percent

XXX. Vocations of 78 Students whose Intelligence Quotients range in the Upper Quartile, indicated in percent

XXXI. Summary of Vocations chosen by 312 Students grouped according to Intelligence levels, indicated in percent

XXXII. Experience of 156 Students whose Intelligence level ranks in the Lower one-half, indicated in percent

XXXIII. Experience of 156 Students whose Intelligence level ranks in the Upper one-half, indicated in percent

XXXIV. Experience of 104 Students whose Intelligence ranks in the Lower Third, indicated in percent

XXXV. Experience of 104 Students whose Intelligence ranks in the Middle Third, indicated in percent

XXXVI. Experience of 104 Students whose Intelligence ranks in the Upper Third, indicated in percent
LIST OF TABLES (CONTINUED)

XXXVII. Experience of 78 Students whose Intelligence ranks in the First Quartile, indicated in percent ... 60

XXXVIII. Experience of 78 Students whose Intelligence Quotients range from 96 to 103, indicated in percent ... 61

XXXIX. Experience of 78 Students whose Intelligence Quotients range from 104 to 110, indicated in percent ... 62

XL. Experience of 78 Students whose Intelligence ranks in the Upper Quartile, indicated in percent ... 62

XLI. Summary of the Experience of 312 Students grouped according to Intelligence levels, indicated in percent ... 63

XLII. Attitude of 312 Students toward certain School Courses, grouped according to Intelligence, indicated in percent ... 66

XLIII. Responses relative to College Education of 312 Students grouped according to Intelligence levels, indicated in percent ... 69

XLIV. Summary of Conclusions ... 70
INTRODUCTION

Frequently, it has been of interest to note the intelligence quotients of high school students and to make a comparative study of their ambition and outlook on life. Psychologists and educational counsellors have made much use of these studies for the purpose of guidance. They have attempted to show that it is fruitless to send an individual with a low I.Q. into the engineering field. It is absurd, so they believe, to direct one with a low I.Q. into the professions as a life work. Vocational guidance is not a part of this study. However, it is the belief of the author that students of a certain range of intelligence quotients make very much the same choice of hobbies, vocations, etc. Hence this study,—to establish or refute this judgment.

Problem. — For clarity the problem may be stated thus:

1. Do students of similar levels of intelligence choose the same hobbies?

2. Do students of similar levels of intelligence engage in like school activities?
3. Do students of similar levels of intelligence choose the same vocations?

4. Have the students of similar levels of intelligence had the same general kind of experience?

5. Is a college education the preference of a particular group?

6. Do students of similar levels of intelligence manifest the same attitude toward school courses?

**Type of Subgroups.** -- The group of students that supplied the information for this study represents typical high school seniors. The ages range from 17 to 19. These seniors are located in four different localities in Indiana, namely, Rushville, Crawfordsville, Brazil, and Waldron. Rushville, a city of approximately 6000 people, together with Crawfordsville, a city of 10,000 population, are cities that represent a combination of rural people blended with the urban. Inhabitants of both cities are largely retired farmers, keenly aware of farmers' problems and ambitions. Crawfordsville, the home of Wabash College, may be pervaded with a more cultural atmosphere than one finds existing in Rushville. At any rate, Wabash students mingle quite a little with the townspeople of Crawfordsville, a situation that is not present in Rushville. Seniors from these cities were selected for this study largely because of the differences in population and the fact Crawfordsville has the college group. Brazil is a city of an entirely different
character. It is an urban center of industry of 9000 people. Consequently the students here are primarily interested in materialism and affected very much by it. Waldron is a little country village with only a few hundred people. Located in the southeast corner of Shelby County, it reflects the rural population of which it is composed. The purpose in mind in including this locality was the fact that the school population is drawn from a number of neighboring townships. The high school enrollment (grades 9 through 12) is 250, almost all of whom come from the farm.

Intelligence Rating of Students. -- Table I shows the distribution of the intelligence quotients of 312 high school seniors. This table is compiled from the scores made by these students who were tested by a number of different intelligence tests. This is to say, one group of students was tested by one scale, another measured by another scale. In the Crawfordsville schools, three intelligence tests were used, --Illinois, Henmon-Nelson, and the Otis. Rushville makes use of the Terman Group Tests of Mental Ability, and Waldron has been using the Otis Group Intelligence Scale. These scores may not be as accurate as they would have been had all students been tested by the same scale; however, there is a high degree of correlation between the Otis, Illinois, and Terman intelligence tests.
TABLE I. THE DISTRIBUTION OF INTELLIGENCE QUOTIENTS
MADE BY 512 HIGH SCHOOL SENIORS

<table>
<thead>
<tr>
<th>S</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>120-129</td>
<td>22</td>
</tr>
<tr>
<td>110-119</td>
<td>67</td>
</tr>
<tr>
<td>100-109</td>
<td>111</td>
</tr>
<tr>
<td>90-99</td>
<td>78</td>
</tr>
<tr>
<td>80-89</td>
<td>29</td>
</tr>
<tr>
<td>70-79</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>312</td>
</tr>
<tr>
<td>Median</td>
<td>104</td>
</tr>
<tr>
<td>Mode</td>
<td>100-109</td>
</tr>
<tr>
<td>Range</td>
<td>70-129</td>
</tr>
<tr>
<td>Tertile 1</td>
<td>70-71</td>
</tr>
<tr>
<td>Tertile 2</td>
<td>70-99</td>
</tr>
<tr>
<td>Tertile 3</td>
<td>109-129</td>
</tr>
<tr>
<td>Quartile 1</td>
<td>70-95</td>
</tr>
<tr>
<td>Quartile 2</td>
<td>96-103</td>
</tr>
<tr>
<td>Quartile 3</td>
<td>104-110</td>
</tr>
<tr>
<td>Quartile 4</td>
<td>111-129</td>
</tr>
</tbody>
</table>

These scores indicate an average group. No indication of brilliant mentality or feeble-mindedness is to be found in this distribution. Assuming the intelligence quotient of the normal person to be 100, approximately one-third of the group is below normal. Again, it may be observed that approximately one-third of the group tends to center about the normal rating (100-109).

Source of Data. -- The material that forms the basis of this study was taken exclusively from a form published and distributed by Purdue University bearing the caption "..."
"GUIDANCE CENSUS DATA". These forms were obtained from Purdue University by the high school principals in the fall of 1934, and were filled out by the senior class of 1935, the year in which this study was commenced. It was discovered before much work had been done on this investigation that there was not a sufficient number of forms completely filled out to make a study of thesis proportions. A year later it was possible to combine the forms filled out by the graduating classes of 1935 and 1936, making a total of 312 forms. These forms called for an exact and complete word picture of the student in which such items as age, occupation of the parent, character of the home, and number of the members of the home were included. In this wealth of information is to be found the basis for this study. (See appendix)

When these forms were received by the various schools, they were put into the hands of the students. Under the direction of the high school instructor, the information called for was entered in the blanks.

Method. -- Questionnaire (Statistical). As these forms were checked and the information tabulated, the following plan began to take form. Several groupings were made according to the intelligence level in the attempt to discover characteristics that would identify a particular group. First, the 312 students were divided into two groups. The lower half included those students who had I.Q.'s that
ranged from 70 through 103. The upper half of the students were those who had an intelligence quotient within the range 104 to 129. Again, these groups were diminished by dividing the students into three parts. Tertile 1 became the group whose intelligence rating was 70 to 98; Tertile 2, the level 99 to 108; and Tertile 3, the level 109 to 129. The final grouping was the quartile division. Quartile 1 included all those students whose intelligence level was 70 to 99; Quartile 2, those whose intelligence level was 96 to 103; Quartile 3, those whose level was 104 to 110; and Quartile 4, the intelligence level 111 to 129. If it can be shown that a hobby for example has been chosen by 75 percent of the upper Quartile but drops to 10 percent in the lower Quartile, then the conclusion is that it is a hobby of the superior intelligent.

Limitations of the Method. -- When one receives a questionnaire, frequently, he does not exercise care in supplying the information. He wants to get it completed as soon as possible. It is to be expected, since these questionnaires were filled out by high school students, that some of this information is not bona fide. However, the author is of the opinion that an individual of high school age is more likely to supply information in a questionnaire carefully than one of more extensive experience.
In the preceding chapter, the problem was stated in the form of questions of which the first was "Do students of similar levels of intelligence choose the same hobbies?"

More and more attention is being paid to activities that people enjoy during their leisure time. On every hand we are told that it is essential to be interested in some avocation. Our mental life must maintain a proper balance. When no other interest influencing our existence other than the job that we are following to secure a living is present, a one-track mind develops. Fatigue of mental faculties occurs from repetition of the same processes. Here is the part to be played by the hobbies— to provide an activity that will stop this repetition and give the needed relaxation that comes from change.

Furthermore, our economic life is going through a marvelous change. Social improvement is being introduced into industry. If everybody is going to be gainfully occupied in a job then the number of hours that each man works will be lessened. This leisure time must be utilized in such a way that it will be beneficial.
TABLE II. HOBBIES OF 156 STUDENTS WHOSE INTELLIGENCE QUOTIENTS RANGE FROM 70 TO 103, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Hobby</th>
<th>Boy 1</th>
<th>Girl 1</th>
<th>Grp 1</th>
<th>Hobby</th>
<th>Boy 2</th>
<th>Girl 2</th>
<th>Grp 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>24.2</td>
<td>55.4</td>
<td>39.1</td>
<td>Travel</td>
<td>1.6</td>
<td>8.1</td>
<td>5.1</td>
</tr>
<tr>
<td>Swimming</td>
<td>23.0</td>
<td>25.2</td>
<td>22.4</td>
<td>Art</td>
<td>6.4</td>
<td>3.2</td>
<td>4.4</td>
</tr>
<tr>
<td>Music</td>
<td>11.5</td>
<td>16.0</td>
<td>13.8</td>
<td>Movies</td>
<td>---</td>
<td>4.6</td>
<td>2.5</td>
</tr>
<tr>
<td>Sewing</td>
<td>---</td>
<td>25.1</td>
<td>14.1</td>
<td>Woodwork</td>
<td>6.4</td>
<td>---</td>
<td>2.5</td>
</tr>
<tr>
<td>Hiking</td>
<td>30.5</td>
<td>14.1</td>
<td>22.7</td>
<td>Radio</td>
<td>4.5</td>
<td>---</td>
<td>1.6</td>
</tr>
<tr>
<td>Basketball</td>
<td>40.5</td>
<td>3.4</td>
<td>11.5</td>
<td>Billiards</td>
<td>4.5</td>
<td>---</td>
<td>1.6</td>
</tr>
<tr>
<td>Dancing</td>
<td>6.4</td>
<td>28.0</td>
<td>11.0</td>
<td>Farming</td>
<td>4.2</td>
<td>---</td>
<td>1.6</td>
</tr>
<tr>
<td>Sports</td>
<td>8.0</td>
<td>14.0</td>
<td>10.3</td>
<td>Aviation</td>
<td>1.6</td>
<td>2.1</td>
<td>1.3</td>
</tr>
<tr>
<td>Cooking</td>
<td>---</td>
<td>18.6</td>
<td>18.3</td>
<td>Writing</td>
<td>---</td>
<td>2.3</td>
<td>1.3</td>
</tr>
<tr>
<td>NO HOBBIES</td>
<td>9.6</td>
<td>4.6</td>
<td>6.4</td>
<td>Stamp Collect</td>
<td>1.6</td>
<td>1.1</td>
<td>1.3</td>
</tr>
<tr>
<td>Fishing</td>
<td>16.1</td>
<td>---</td>
<td>6.4</td>
<td>Scrap book</td>
<td>---</td>
<td>1.1</td>
<td>1.6</td>
</tr>
<tr>
<td>Nature</td>
<td>8.0</td>
<td>5.0</td>
<td>6.4</td>
<td>Dramatics</td>
<td>---</td>
<td>1.1</td>
<td>1.6</td>
</tr>
<tr>
<td>Machinery</td>
<td>11.0</td>
<td>---</td>
<td>5.1</td>
<td>Puzzles</td>
<td>---</td>
<td>1.1</td>
<td>1.6</td>
</tr>
<tr>
<td>Tennis</td>
<td>3.0</td>
<td>7.0</td>
<td>5.1</td>
<td>Designing</td>
<td>1.1</td>
<td>---</td>
<td>1.6</td>
</tr>
<tr>
<td>Skating</td>
<td>6.0</td>
<td>3.2</td>
<td>5.1</td>
<td>Electricity</td>
<td>1.1</td>
<td>---</td>
<td>1.6</td>
</tr>
</tbody>
</table>

In Table II, column one names the hobby; column two, the percent of the boys who have the hobby; column three, the percent of the girls having the hobby; and column four, the ratio that the number of boys and girls bears to the entire group. About one-fourth of the boys and more than one-half of the girls have reading as a hobby. Swimming is in second place including 22.4 percent of the group, 23 percent of the boys, and 29.5 percent of the girls. Music engages 15 percent of the group. A little more than a tenth of the boys and 18.6 percent of the girls are interested in this as a hobby. A small proportion of the boys like to hike, but it
seems quite attractive to the girls since 19.5 percent engage in it as a hobby; 12.1 percent of the group favor this pastime as a hobby. It is interesting to note that 26 percent of the girls like to dance while only 6.4 percent of the boys are interested. It gets the attention of 11.5 percent of the group. Very few failed to list any hobby. Nearly a tenth (9.6%) of the boys and 4.6 percent of the girls or 14.5 percent of the group failed to express an interest in a hobby.

The group column does not total 100 percent in Table II. This discrepancy is to be explained by the fact that the students usually listed three different hobbies. This is to say that one student may have listed reading, swimming, and music. When 59.1 percent of the group listed reading and 22 percent listed swimming as hobbies, some of these students who listed swimming also listed reading as their choices.

The hobbies of the students whose intelligence quotients range at the upper level are shown in Table III. Reading is a hobby of 37.5 percent of the boys, 62.3 percent of the girls, and 47 percent of the group of 156 students. Again, sports has the attention of 23.7 percent of the boys, 34.5 percent of the girls, and 27.5 percent of the entire group. None of the boys are interested in cooking, but 5 percent of girls or 2.6 percent of the group engage in this hobby.
TABLE III. HOBBIES OF 196 STUDENTS WHOSE INTELLIGENCE QUOTIENTS RANGE FROM 104 TO 129, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Hobby</th>
<th>Boy</th>
<th>Girl</th>
<th>Group</th>
<th>Hobby</th>
<th>Boy</th>
<th>Girl</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>47.5</td>
<td>47.2</td>
<td>47.0</td>
<td>Reading</td>
<td>5.0</td>
<td>2.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Sports</td>
<td>23.7</td>
<td>24.5</td>
<td>23.9</td>
<td>Mechanics</td>
<td>6.2</td>
<td>7.7</td>
<td>3.8</td>
</tr>
<tr>
<td>Swimming</td>
<td>18.7</td>
<td>18.6</td>
<td>18.0</td>
<td>Nature</td>
<td>3.7</td>
<td>2.8</td>
<td>3.8</td>
</tr>
<tr>
<td>Basketball</td>
<td>25.7</td>
<td>2.7</td>
<td>29.5</td>
<td>Movies</td>
<td>3.2</td>
<td>3.7</td>
<td>3.0</td>
</tr>
<tr>
<td>Music</td>
<td>13.7</td>
<td>23.2</td>
<td>10.9</td>
<td>Electricity</td>
<td>3.8</td>
<td>3.2</td>
<td>3.0</td>
</tr>
<tr>
<td>Hiking</td>
<td>10.0</td>
<td>13.5</td>
<td>10.5</td>
<td>Fishing</td>
<td>3.0</td>
<td>7.7</td>
<td>3.2</td>
</tr>
<tr>
<td>Sewing</td>
<td>---</td>
<td>20.1</td>
<td>9.3</td>
<td>Scouting</td>
<td>2.5</td>
<td>2.9</td>
<td>2.6</td>
</tr>
<tr>
<td>Stamp Collect</td>
<td>15.0</td>
<td>16.7</td>
<td>15.0</td>
<td>Scrapbook</td>
<td>1.2</td>
<td>4.2</td>
<td>2.6</td>
</tr>
<tr>
<td>Dancing</td>
<td>1.2</td>
<td>14.5</td>
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<tr>
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<td>3.7</td>
<td>3.0</td>
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<td>6.3</td>
<td>9.8</td>
<td>5.8</td>
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<td>1.2</td>
<td>1.2</td>
<td>2.6</td>
</tr>
<tr>
<td>Hunting</td>
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<td>---</td>
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</tr>
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<td>10.1</td>
<td>1.1</td>
<td>Coll penny</td>
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<td>---</td>
<td>1.2</td>
</tr>
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<td>4.6</td>
<td>4.3</td>
<td>Relics</td>
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<td>1.2</td>
</tr>
<tr>
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<td>5.0</td>
<td>4.5</td>
<td>Aviation</td>
<td>1.2</td>
<td>---</td>
<td>7.7</td>
</tr>
<tr>
<td>Drawing</td>
<td>2.9</td>
<td>7.2</td>
<td>4.3</td>
<td>Bowling</td>
<td>1.2</td>
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</tr>
<tr>
<td>Travel</td>
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<td>2.9</td>
<td>4.5</td>
<td>Billiards</td>
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<td>7.7</td>
</tr>
<tr>
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<td>3.7</td>
<td>4.3</td>
<td>3.8</td>
<td>Pingpong</td>
<td>1.2</td>
<td>---</td>
<td>7.7</td>
</tr>
<tr>
<td>Riding</td>
<td>1.2</td>
<td>7.2</td>
<td>3.8</td>
<td>Boating</td>
<td>1.2</td>
<td>---</td>
<td>7.7</td>
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</tbody>
</table>

Tables IV, V, and VI show the hobbies of these 312 students shown in Tables II and III when divided into thirds according to their intelligence. These tables represent much finer divisions which may be identified by certain pastimes. The hobbies of the students in the lower third—Tertile I—are shown in Table IV. Just as the preceding Tables show that reading is a hobby of a preponderance of students, so here it is a hobby of 17 percent of the boys, 47 percent of the girls, or 34.7 percent of the group.
Basketball is next with 22 percent of the group, 40 percent of the boys, and 9 percent of the girls. Swimming claims the attention of 21.2 percent of the boys, and about the same proportion of the girls with practically 21 percent of the group. With the exception of sewing, dancing is the more popular with the girls, since it has the attention of 24 percent of them and only 4.2 percent of the boys. A significant fact to be observed is that the lower third more girls than boys have hobbies. No pastimes are listed by 6.4 percent of the boys and 3.2 percent of the girls. Not many boys are interested in Music as a hobby. Only 8 percent of the boys in contrast to 18 percent of the girls have listed Music as a hobby. Hunting is enjoyed by 32 percent of the boys or 13.6 percent of the group. One-fifth of the girls like to cook as a hobby. Nine percent of the group of which 2.1 percent of the boys and 14.3 percent of the girls are interested in hiking as a pastime. Eight percent of the boys, 9.5 percent of the girls, or 9 percent of the group enjoy sports. Fishing as a hobby claims the time of 15 percent of the boys. Skating is listed by 6.4 percent of the boys, 4.8 percent of the girls, or 5.4 percent of the group. Eight percent of the girls like to travel while only 2.1 percent of the boys are interested in this diversion.
### TABLE IV. HOBBIES OF 104 STUDENTS WHOSE INTELLIGENCE RANKS IN LOWER THIRD, 76 - 98, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Hobby</th>
<th>Boy</th>
<th>Girl</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>17.0</td>
<td>47.0</td>
<td>34.9</td>
</tr>
<tr>
<td>Basketball</td>
<td>40.0</td>
<td>12.0</td>
<td>27.0</td>
</tr>
<tr>
<td>Swimming</td>
<td>21.2</td>
<td>20.0</td>
<td>20.9</td>
</tr>
<tr>
<td>Sewing</td>
<td>---</td>
<td>27.0</td>
<td>15.3</td>
</tr>
<tr>
<td>Dancing</td>
<td>4.2</td>
<td>24.0</td>
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</tr>
<tr>
<td>Music</td>
<td>8.8</td>
<td>13.0</td>
<td>14.5</td>
</tr>
<tr>
<td>Hunting</td>
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<td>---</td>
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</tr>
<tr>
<td>Cooking</td>
<td>---</td>
<td>20.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Hiking</td>
<td>2.1</td>
<td>14.3</td>
<td>9.0</td>
</tr>
<tr>
<td>Sports</td>
<td>8.0</td>
<td>7.0</td>
<td>9.0</td>
</tr>
<tr>
<td>Fishing</td>
<td>12.0</td>
<td>---</td>
<td>6.4</td>
</tr>
<tr>
<td>Skating</td>
<td>6.4</td>
<td>4.8</td>
<td>5.4</td>
</tr>
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<td>3.2</td>
<td>4.5</td>
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<td>4.5</td>
</tr>
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<td>6.0</td>
<td>4.5</td>
</tr>
<tr>
<td>Golf</td>
<td>6.4</td>
<td>1.6</td>
<td>7.7</td>
</tr>
<tr>
<td>Art</td>
<td>6.4</td>
<td>---</td>
<td>2.7</td>
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</table>

<table>
<thead>
<tr>
<th>Hobby</th>
<th>Boy</th>
<th>Girl</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driving</td>
<td>2.1</td>
<td>3.2</td>
<td>2.7</td>
</tr>
<tr>
<td>Machinery</td>
<td>6.4</td>
<td>---</td>
<td>2.7</td>
</tr>
<tr>
<td>Stamp Coll</td>
<td>2.1</td>
<td>1.6</td>
<td>1.6</td>
</tr>
<tr>
<td>Pool</td>
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<td>---</td>
<td>1.8</td>
</tr>
<tr>
<td>Nature</td>
<td>4.0</td>
<td>---</td>
<td>1.8</td>
</tr>
<tr>
<td>Florist</td>
<td>2.1</td>
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</tr>
<tr>
<td>Radio</td>
<td>4.0</td>
<td>---</td>
<td>1.6</td>
</tr>
<tr>
<td>Farming</td>
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<td>---</td>
<td>1.6</td>
</tr>
<tr>
<td>Designing</td>
<td>---</td>
<td>3.2</td>
<td>1.8</td>
</tr>
<tr>
<td>Aviation</td>
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<td>1.6</td>
<td>1.6</td>
</tr>
<tr>
<td>Scrapbooking</td>
<td>---</td>
<td>1.6</td>
<td>1.9</td>
</tr>
<tr>
<td>Ind. Art</td>
<td>2.1</td>
<td>---</td>
<td>1.7</td>
</tr>
<tr>
<td>Dramatics</td>
<td>---</td>
<td>1.6</td>
<td>1.9</td>
</tr>
<tr>
<td>Movies</td>
<td>---</td>
<td>1.6</td>
<td>1.9</td>
</tr>
<tr>
<td>Puzzles</td>
<td>---</td>
<td>1.6</td>
<td>1.9</td>
</tr>
<tr>
<td>Electricity</td>
<td>2.1</td>
<td>---</td>
<td>1.7</td>
</tr>
<tr>
<td>Woodwork</td>
<td>2.1</td>
<td>---</td>
<td>1.7</td>
</tr>
</tbody>
</table>

As the hobbies of the students of the middle third are surveyed in Table V, reading again is the chief diversion. Forty-nine percent of the boys, 70 percent of the girls, or a total of 57 percent of the entire group are interested in this pastime. Swimming is a diversion of 27 percent of the boys, 27 percent of the girls, or a total of 27 percent of the group. Music attracts 21 percent of the girls, but only 11 percent of the boys. Furthermore, 17 percent of the girls like to hike, when only 5.4 percent of the boys enjoy the fun in running around.
<table>
<thead>
<tr>
<th>Hobby</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
<th>Hobby</th>
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<th>Girl</th>
<th>Grp</th>
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</thead>
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</tr>
<tr>
<td>Swimming</td>
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<td>27.0</td>
<td>27.0</td>
<td>Machinery</td>
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<td>---</td>
<td>5.9</td>
</tr>
<tr>
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<td>55.4</td>
<td>22.3</td>
<td>Riding</td>
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<td>8.0</td>
<td>2.8</td>
</tr>
<tr>
<td>Sports</td>
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<td>17.0</td>
<td>20.0</td>
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<td>11.0</td>
<td>---</td>
<td>4.4</td>
</tr>
<tr>
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<td>21.0</td>
<td>16.4</td>
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<td>4.7</td>
</tr>
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<td>2.1</td>
<td>3.3</td>
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<td>4.1</td>
<td>12.1</td>
<td>Movies</td>
<td>---</td>
<td>6.0</td>
<td>3.3</td>
</tr>
<tr>
<td>Sewing</td>
<td>---</td>
<td>17.0</td>
<td>10.5</td>
<td>Electricity</td>
<td>5.0</td>
<td>---</td>
<td>3.3</td>
</tr>
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<td>---</td>
<td>9.4</td>
<td>Scrapbk</td>
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<td>6.0</td>
<td>3.3</td>
</tr>
<tr>
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<td>8.2</td>
<td>Farming</td>
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<td>---</td>
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<tr>
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<td>8.0</td>
<td>8.0</td>
<td>Nature</td>
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<td>3.3</td>
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<tr>
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<td>6.0</td>
<td>9.0</td>
<td>Dramatics</td>
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<td>1.1</td>
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<tr>
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<td>6.0</td>
<td>7.0</td>
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<td>1.1</td>
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<td>Photoplay</td>
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<td>2.1</td>
<td>1.1</td>
</tr>
</tbody>
</table>

The hobbies of the students who are classed in the upper third are shown in Table VI. Of these hobbies considered here, reading is not so popular with this group as it has been with the preceding groups. However, it is considerably in the lead with 47.1 percent of the group engaging in this as a hobby. Nearly twice as many girls as boys have reading as their hobby. Music comes second as it demands the attention of 14.7 percent of the group. Ten and seven-tenths percent of the boys and 29.5 percent of the girls have shown an attitude favorable to this diversion. Swimming holds the attention of more of the boys than of the girls, 19.6
percent and 13.7 percent respectively. Tennis has been selected by 8.9 percent of the boys and only 6.7 percent of the girls. Boys do not like to do creative writing only 1.7 percent itemized this as a hobby, while 11.3 percent of the girls liked to work at this activity. Leisure time weighs more heavily upon the boys than upon the girls for 5.3 percent of the boys failed to list a hobby in contrast to 2.2 percent of the girls who seemed to be without any way to spend their leisure time. Sports hold the interest of 19.6 percent of the boys, 13.7 percent of the girls, and 16.3 percent of the group. A fourth of the girls enjoy sewing as a diversion. Dancing does not attract the boys and only 6.7 percent of the girls pass away the time in this activity. Or stated again, just 2.9 percent of the entire group while away their leisure in this fashion. Collecting stamps is an absorbing activity for 14.3 percent of the boys, 2.2 percent of the girls, or 8.6 percent of the group. Again, it is interesting to note that 11.3 percent of the girls in contrast to 1.7 percent of the boys have given hiking as a hobby. But only 5.5 percent of the group are engaged in this activity as a pastime. Many more girls like to ride and travel than the boys. Six and seven-tenths percent of the girls have listed riding and the same number have listed travel as hobbies in contrast to 1.8 percent of the boys who have listed the same hobbies. Tennis holds the attention of 8.9 percent of the boys, 6.7 percent of the girls, or a total of 7.7 percent of the group.
A further study of hobbies was made from the standpoint of the quartile division. This, of course, means a division into smaller groups. By contrasting the hobbies of one group with those of another, one intelligence level may be identified by a set of hobbies. Table VII is a survey of the hobbies of the pupils in the lowest quartile. The pupils of this quartile have an intelligence rating that ranges from 109 to 129.

### Table VI. Hobbies of 104 Students Whose Intelligence Quotients Range from 109 to 129, Indicated in Percent

<table>
<thead>
<tr>
<th>Hobby</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>37.5</td>
<td>65.6</td>
<td>47.1</td>
</tr>
<tr>
<td>Music</td>
<td>10.7</td>
<td>29.5</td>
<td>18.2</td>
</tr>
<tr>
<td>Swimming</td>
<td>19.6</td>
<td>15.7</td>
<td>16.3</td>
</tr>
<tr>
<td>Sports</td>
<td>19.6</td>
<td>13.7</td>
<td>16.3</td>
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<td>Basketball</td>
<td>17.4</td>
<td>7.6</td>
<td>10.6</td>
</tr>
<tr>
<td>Sewing</td>
<td>---</td>
<td>25.0</td>
<td>10.6</td>
</tr>
<tr>
<td>Stamp Coll</td>
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<td>2.2</td>
<td>8.6</td>
</tr>
<tr>
<td>Tennis</td>
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<td>6.7</td>
<td>7.7</td>
</tr>
<tr>
<td>Athletics</td>
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</tr>
<tr>
<td>Writing</td>
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<td>11.3</td>
<td>5.8</td>
</tr>
<tr>
<td>Hiking</td>
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<td>11.3</td>
<td>5.8</td>
</tr>
<tr>
<td>Woodwork</td>
<td>10.7</td>
<td>---</td>
<td>5.7</td>
</tr>
<tr>
<td>Hunting</td>
<td>5.9</td>
<td>---</td>
<td>4.6</td>
</tr>
<tr>
<td>Drawing</td>
<td>9.0</td>
<td>2.2</td>
<td>4.4</td>
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<tr>
<td>Art</td>
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<td>9.0</td>
<td>3.8</td>
</tr>
<tr>
<td>Riding</td>
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<td>Travel</td>
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<td>6.7</td>
<td>3.8</td>
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<tr>
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<td>4.2</td>
<td>3.8</td>
</tr>
<tr>
<td>Radio</td>
<td>5.3</td>
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</tr>
<tr>
<td>Dancing</td>
<td>---</td>
<td>6.7</td>
<td>2.9</td>
</tr>
</tbody>
</table>

Farming | 5.3 | --- | 2.9 |
Billiards | 5.3 | --- | 2.9 |
Dramatics | 5.6 | 2.2 | 2.9 |
Cooking | --- | 4.5 | 1.9 |
Nature | 3.6 | --- | 1.9 |
Puzzles | 1.7 | 2.2 | 1.9 |
Debating | 3.5 | --- | 1.9 |
Handicraft | 1.7 | --- | 1.0 |
Pingpong | 1.7 | --- | 1.0 |
Scrapbk | 1.7 | --- | 1.0 |
Clubs | 1.7 | --- | 1.0 |
Movies | 1.7 | --- | 1.0 |
Electricity | 1.7 | --- | 1.0 |
Cell Pennies | 1.7 | --- | 1.0 |
Games | 1.7 | --- | 1.0 |
Fishing | 1.7 | --- | 1.0 |
Trapping | 1.7 | --- | 1.0 |
Mechanics | 1.7 | --- | 1.0 |
Solitaire | 1.7 | --- | 1.0 |
Drawing Sc. | 1.7 | --- | 1.0 |
Firearms | 1.7 | --- | 1.0 |
from 70 to 95. As usual, reading ranks highest. The boys have a percentage of 13.5 and the girls, 33.6. Nearly 29 percent of the group are interested in reading as a hobby. Basketball is next with 35 percent of the boys and 13 percent of the girls listing it as a hobby. As the entire group is affected, both basketball and swimming are balanced with 23.6 percent each. However, swimming is much more attractive to the girls than to the boys, with 28 percent of them to 19 percent of the boys. Again, 23 percent of the girls like to dance in contrast to 8.1 percent of the boys.

**TABLE VII. Hobbies of 78 Students Whose Intelligence Quotients Range from 70 to 95, Indicated in Percent**

<table>
<thead>
<tr>
<th>Hobby</th>
<th>Boy</th>
<th>Girl</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>13.5</td>
<td>43.6</td>
<td>28.9</td>
</tr>
<tr>
<td>Basketball</td>
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<td>15.0</td>
<td>23.6</td>
</tr>
<tr>
<td>Swimming</td>
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<tr>
<td>Sports</td>
<td>19.0</td>
<td>18.0</td>
<td>18.4</td>
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<tr>
<td>Hunting</td>
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<td>16.0</td>
</tr>
<tr>
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<td>23.0</td>
<td>15.8</td>
</tr>
<tr>
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<td>29.7</td>
<td>12.0</td>
</tr>
<tr>
<td>Music</td>
<td>11.2</td>
<td>12.4</td>
<td>13.0</td>
</tr>
<tr>
<td>Sewing</td>
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<td>26.6</td>
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</tr>
<tr>
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<td>5.1</td>
<td>6.6</td>
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<tr>
<td>Travel</td>
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The evidence disclosed in Table VIII, above, shows that reading is again at the head of the list. Forty percent of the boys and 59.6 percent of the girls enjoy this hobby with a total group rating of 49.2 percent. Dancing is in next place as it receives the attention of 3.3 percent of the boys, but 34.6 percent of the girls, or a total of 23.2 percent of the group. About as many boys as girls enjoy swimming, in quartile 2, for 23.3 percent of the boys and 21.0 percent of the girls and 22.0 percent of the group has listed this hobby. Furthermore, music attracts only 6.6 percent of the boys but 21 percent of the girls, or 14.6 percent of the
group is interested in music. No way to spend their leisure was listed by 13.3 percent of the boys, but only 5.7 percent of the girls had nothing to do for a pastime. Very few girls in contrast to the boys participated in skating as a hobby. Ten percent of the boys like to skate and only 5 percent of the girls.

TABLE IX. HOBBIES OF Q, 78 STUDENTS WHOSE INTELLIGENCE QUOTIENTS RANGE FROM 104 TO 110, INDICATED IN PERCENT

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Table IX, above, shows the hobbies of the third quartile. Reading as a hobby is selected by 39 percent of the boys, 66.6 percent of the girls, or a total of 53 percent of the group.
More than half of the group enjoys this pastime. Swimming is selected by 21.2 percent of the boys, 21.2 percent of the girls, or a total of 21.2 percent of the group. Three times as many girls (18%) as boys (6%) like music as a hobby. Hiking is much more attractive to the girls than to the boys. A little more than 15 percent of the girls and 6 percent of the boys listed this activity as a hobby. Girls, apparently, do not get much pleasure from collecting stamps for this hobby did not receive their notice while 15.7 percent of the boys listed it.

The hobbies of the fourth or upper quartile are shown in Table X. The intelligence quotients in this group range from 111 to 129. In this group, the topmost quarter, reading again is in first place with 46.8 percent of the group interested in this diversion. Music, likewise, is quite popular with this group. It occupies third place with 23.4 percent of the group listing this as their hobby. Nearly twice as many girls (34.4%) as boys (15.3%) are interested in music. Swimming attracts 17.7 percent of the boys, 12.5 percent of the girls, or 15.4 percent of the group.

Woodwork, with 13.4 percent of the boys, just equals basketball in this group. Stamp collecting is quite popular with the boys (11.1%), but fails to interest the girls perceptibly. The girls, 9.4 percent of them, like to do creative writing—only 2.2 percent of the boys seem to take any interest in
this pastime. Drawing demands the attention of 12.5 percent of the girls, and not one of the boys gets any pleasure from this activity. It is interesting to note that a small percent of the group have no hobby. Only 4 percent of the group which is made up of 4.4 percent of the boys and 3.1 percent of the girls have no hobby.

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What is the proportion of each of these nine groups that
has selected each hobby? Table XI is a summary of the hobbies of the various groups, and may be used as a basis for answering this question.

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TABLE XI. HOBBIES OF 512 STUDENTS GROUPED ACCORDING TO VARIOUS INTELLIGENCE LEVELS, INDICATED IN PERCENT OF THE GROUP (Concluded)

<table>
<thead>
<tr>
<th>Hobby</th>
<th>$D_6$</th>
<th>$U_6$</th>
<th>$T_1$</th>
<th>$T_2$</th>
<th>$T_3$</th>
<th>$Q_1$</th>
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<td>1.3</td>
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<td>3.2</td>
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<td>1.3</td>
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<td>Taxidermy</td>
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<td>1.3</td>
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</tr>
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</table>

Reading is a hobby of 39.1 percent of the students whose intelligence ranges in the lower one-half division, 47 percent of the upper one-half, 34.5 percent of Tertile 1, 50.7 percent of Tertile 2, 44.1 percent of Tertile 3, 26.9 percent of Quartile 1, 40.2 percent of Quartile 2, 55.7 percent of Quartile 3, and 46.8 percent of Quartile 4. In Quartile 3,
it reaches its maximum percentage and strikes a low point in Quartile 1. Swimming cuts across all groups as it ranges from 15.4 percent in Q4, the highest group intellectually, to 27 percent in T2. Music is more popular with the lower group than the upper. Fifteen percent of the lower and 10.9 percent of the upper group are interested in this pastime.

In the Tertile divisions, music includes 14.3 percent of T1 and 20 percent of T2, the greatest percent. This hobby runs low in the Quartile groups 1, 2, and 3, but in Quartile 4 it jumps to 23.4 percent. Sewing is more popular with the lower group - 14.1 percent, 15.3 percent of T1, and 16 percent of Q2. Hunting strikes a low point in T3 of 4.8 percent. The high point is 16 percent in Q1. Basketball is at the maximum percentage in T1 and Q1. These percentages are 22 and 23.6 respectively. Dancing is very much like basketball. 22.3 percent in T2 and 23.5 in Q2. Note the other extreme. Two and six-tenths percent in Q4 and 2.9 percent in Q3. Sports include 27.2 percent of Q4. Cooking demands the attention of 10.3 percent in the lower one-half, 2.6 percent in the upper one-half, 12 percent of T1, 5.9 percent of T2, 1.9 percent of T3, 13 percent of Q1, 9.7 percent of Q2, 3 percent of Q3, and 1.3 percent of Q4.
Conclusions

The facts shown in the preceding tables, especially Table XI, answer the question, "Do students of similar levels of intelligence choose the same hobbies?" There is no line of demarcation that sets one level of intelligence off from another so far as the choice of hobbies is concerned. Any one of these hobbies is enjoyed by people in all levels of mentality. While the above question must be answered in the negative, yet there are some marked tendencies:

1. More people of average intelligence read than do people of either high or low intelligence. There is a tendency for people of low mentality to avoid reading as a pastime. More girls than boys read as a hobby.

2. Swimming appeals to people of low intelligence. Swimming as a hobby is as popular with the girls as with the boys.

3. Music appeals to the people of the upper level of intelligence especially to the girls.

4. People of low mentality enjoy hunting and fishing.

5. Typing is chosen by people of inferior mentality.

6. Basketball is the choice of people of lower mentality.

7. Dancing does not appeal to people of superior minds.

8. Cooking as a pastime appeals to the lower intelligent group.

9. Skating appeals to the people of lower mentality.
10. Interest in machinery is the choice of people of low intelligence.

11. Nature study is selected by superior intellects.

12. Woodwork and modeling appeal to people of high intelligence.

13. Radio is popular with the people of higher intelligence.

14. Stamp collecting represents the choice of higher intelligence.

15. Creative writing is the hobby of the more intelligent person.
CHAPTER III

SCHOOL ACTIVITIES

In the further analysis of the problem, the question, "Do students of similar levels of intelligence engage in the same school activities?" is attacked. The term, School Activities, is taken to include all those things that students do that are not included in the regular class-room requirements for which some credit is given. Students like to get away from class-room routine and these activities provide the outlet. An idea may occur to a student who has been doing some work in science and in the Science Club he may be given an opportunity to follow it thru to his satisfaction. The expression, Extra-Curricular, can well be applied to these activities. Since these organizations represent the choice of the pupil, this chapter is an attempt to find what those activities are and who the pupils are that choose a certain activity. Table XII is a survey of the school activities of the students whose intelligence quotients range in the level of the lower one-half. Nearly one-third (29.3%) of the boys are not interested in any activity. About as many girls (28%) take no interest in things outside the class-room.
Twenty-seven percent of the group failed to note any school activity. Basketball and football include 32.3 percent of the boys and 5 percent of the girls or a total of 16 percent of the group.

**TABLE XII. SCHOOL ACTIVITIES OF 156 STUDENTS WHOSE INTELLIGENCE QUOTIENTS RANGE IN THE LEVEL 70 TO 105, INDICATED IN PERCENT**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Act</td>
<td>27.3</td>
<td>28.0</td>
<td>27.0</td>
<td>Art</td>
<td>3.0</td>
<td>4.6</td>
<td>3.0</td>
</tr>
<tr>
<td>Clubs</td>
<td>26.0</td>
<td>14.0</td>
<td>17.2</td>
<td>Music</td>
<td>1.6</td>
<td>4.6</td>
<td>3.2</td>
</tr>
<tr>
<td>Girls Res</td>
<td>27.2</td>
<td>16.6</td>
<td>16.8</td>
<td>Mi-Y</td>
<td>8.6</td>
<td>---</td>
<td>8.6</td>
</tr>
<tr>
<td>E - F Ball</td>
<td>14.0</td>
<td>18.6</td>
<td>15.0</td>
<td>Dramatics</td>
<td>3.0</td>
<td>1.1</td>
<td>3.0</td>
</tr>
<tr>
<td>Chorus</td>
<td>6.0</td>
<td>18.6</td>
<td>15.0</td>
<td>Track</td>
<td>4.5</td>
<td>---</td>
<td>4.5</td>
</tr>
<tr>
<td>Sunshine Gls</td>
<td>---</td>
<td>7.0</td>
<td>7.0</td>
<td>Steno</td>
<td>---</td>
<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Journalism</td>
<td>4.6</td>
<td>9.0</td>
<td>7.0</td>
<td>Farming</td>
<td>3.0</td>
<td>---</td>
<td>3.0</td>
</tr>
<tr>
<td>Gym</td>
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<td>1.1</td>
<td>5.1</td>
<td>Debating</td>
<td>3.6</td>
<td>1.1</td>
<td>3.3</td>
</tr>
<tr>
<td>Band</td>
<td>6.0</td>
<td>2.4</td>
<td>5.1</td>
<td>Orchestra</td>
<td>2.0</td>
<td>---</td>
<td>2.0</td>
</tr>
</tbody>
</table>

The school activities of the students of the upper one-half are shown in Table XIII. Here club activity is the most predominant of all. This activity includes 38.7 percent of the boys, 30.4 percent of the girls, or a total of 33.3 percent of the group. Journalism, or school paper, is in second place, including 13.7 percent of the boys, 22.2 percent of the girls, or a total of 17.6 percent of the group. Girls Reserve has the attention of 30.4 percent of the girls which constitutes 15 percent of the group in contrast to 19
percent of the girls who are interested in the Sunshine Society with 8.5 percent of the group. Basketball holds the interest of 22.9 percent of the boys, 2.9 percent of the girls and 13 percent of the group. One-fourth of the boys are engaged in Hi-Y work which is 13 percent of the group. More boys (16.7%) than girls (11.7%) have no school activity outside of class-room work.

TABLE XIII. SCHOOL ACTIVITIES OF 156 STUDENTS WHOSE INTELLIGENCE QUOTIENTS RANGE FROM 104 TO 128, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clubs</td>
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<td>33.3</td>
<td>Orchestra</td>
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<td>10.1</td>
<td>9.6</td>
</tr>
<tr>
<td>Journalism</td>
<td>13.7</td>
<td>23.2</td>
<td>17.6</td>
<td>Sunshine Gls</td>
<td>---</td>
<td>19.0</td>
<td>8.5</td>
</tr>
<tr>
<td>Girls Res</td>
<td>---</td>
<td>30.4</td>
<td>15.0</td>
<td>Debating</td>
<td>10.0</td>
<td>2.9</td>
<td>6.3</td>
</tr>
<tr>
<td>Basketball</td>
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<td>2.9</td>
<td>13.0</td>
<td>Football</td>
<td>11.2</td>
<td>---</td>
<td>5.8</td>
</tr>
<tr>
<td>Hi-Y</td>
<td>25.0</td>
<td>---</td>
<td>13.0</td>
<td>Track</td>
<td>6.2</td>
<td>---</td>
<td>3.2</td>
</tr>
<tr>
<td>No Act</td>
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<td>11.7</td>
<td>12.9</td>
<td>Steno</td>
<td>---</td>
<td>4.3</td>
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<td>11.5</td>
<td>Library</td>
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<td>2.9</td>
<td>1.9</td>
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<td>16.0</td>
<td>11.5</td>
<td>Gym</td>
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<td>2.9</td>
<td>1.9</td>
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<td>23.2</td>
<td>10.9</td>
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</tbody>
</table>

The activities of the lower third (Tertile 1) are shown in Table XIV. In this group, football heads the list. It attracts 34 percent of the boys, 11.1 percent of the girls, or a total of 20.9 percent of the group. Club work includes 23.6 percent of the boys, 14.3 percent of the girls, or 19 percent of the group. Outside activities fail to attract
32 percent of the boys, 30 percent of the girls, or 31 percent of the group. More than a fourth of the girls (27%) are interested in the Girls Reserve while a few less (22.2%) are engaged in the Sunshine Society. Chorus attracts only a few boys (6.4%), but it holds the interest of 17.4 percent of the girls, or 12.7 percent of the group. Four percent of the boys, 3.2 percent of the girls, or a total of 4.5 percent of the group are interested in journalism.

TABLE XIV. SCHOOL ACTIVITIES OF 104 STUDENTS WHOSE INTELLIGENCE IS CLASSED IN THE LOWER THIRD, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boy</th>
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<th>Grp</th>
<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
</tr>
</thead>
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<tr>
<td>Football</td>
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<td>11.1</td>
<td>20.9</td>
<td>Sports</td>
<td>---</td>
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</tr>
<tr>
<td>Clubs</td>
<td>25.6</td>
<td>14.3</td>
<td>19.0</td>
<td>Gym</td>
<td>2.1</td>
<td>3.2</td>
<td>2.7</td>
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<tr>
<td>Girl Res</td>
<td>---</td>
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<td>15.4</td>
<td>Art</td>
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<td>4.5</td>
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<tr>
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<td>6.4</td>
<td>17.4</td>
<td>12.7</td>
<td>Music</td>
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<td>2.7</td>
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<td>4.5</td>
<td>Band</td>
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<td>1.8</td>
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<tr>
<td>Hi-Y</td>
<td>4.9</td>
<td>3.2</td>
<td>4.5</td>
<td>Speech Art</td>
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<td>1.8</td>
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<td>5.2</td>
<td>4.5</td>
<td>Clerk</td>
<td>---</td>
<td>3.2</td>
<td>1.8</td>
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</tbody>
</table>

Table XIV is a survey of the school activities of the students whose intelligence quotients range in the middle third. In this group, the organization, Girls Reserve, takes the lead with 39.5 percent of the girls who are interested in this activity. In Textile 2, 16.2 percent of the boys, 25 percent of the girls, or a total of 20 percent of the
group do not take part in any extra-curricular activity. Football and basketball interest 40 percent of the boys, 4.1 percent of the girls, or a total of 20 percent of the group. Clubs are about as popular with one group as with another. They interest 21.6 percent of the boys, 17 percent of the girls, and 19 percent of the group. Chorus attracts 11 percent of the boys, 14 percent of the girls, and 13 percent of the group. Band is a strong activity with the boys. It claims the attention of 19 percent of them, 8 percent of the girls, and 13 percent of the group. Sixteen percent of the boys, 8 percent of the girls, and 11.7 percent of the group are interested in athletics and sports. The school paper attracts 11 percent of the boys, 10 percent of the girls, and 10.5 percent of the group.

TABLE XV. SCHOOL ACTIVITIES OF 104 STUDENTS WHOSE INTELLIGENCE QUOTIENTS RANGE IN THE MIDDLE THIRD; INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Activity</th>
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<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
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</thead>
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<td>Girl Res</td>
<td>---</td>
<td>39.5</td>
<td>22.5</td>
<td>Sunshine Girls</td>
<td>---</td>
<td>12.5</td>
<td>7.1</td>
</tr>
<tr>
<td>No Act</td>
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<td>23.0</td>
<td>20.0</td>
<td>Music</td>
<td>2.7</td>
<td>6.0</td>
<td>4.7</td>
</tr>
<tr>
<td>F - B Ball</td>
<td>40.0</td>
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<td>20.0</td>
<td>Gym</td>
<td>6.3</td>
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<td>3.5</td>
</tr>
<tr>
<td>Clubs</td>
<td>21.6</td>
<td>17.0</td>
<td>19.0</td>
<td>Debating</td>
<td>5.4</td>
<td>2.1</td>
<td>3.5</td>
</tr>
<tr>
<td>Chorus</td>
<td>11.0</td>
<td>14.6</td>
<td>12.0</td>
<td>Speech Art</td>
<td>2.7</td>
<td>4.1</td>
<td>3.5</td>
</tr>
<tr>
<td>Band</td>
<td>12.0</td>
<td>8.0</td>
<td>11.0</td>
<td>Art</td>
<td>2.7</td>
<td>2.2</td>
<td>2.3</td>
</tr>
<tr>
<td>Athletic-Sp</td>
<td>14.0</td>
<td>8.0</td>
<td>11.7</td>
<td>Farming</td>
<td>5.4</td>
<td>---</td>
<td>2.5</td>
</tr>
<tr>
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<td>10.4</td>
<td>10.9</td>
<td>Dramatics</td>
<td>---</td>
<td>2.1</td>
<td>1.2</td>
</tr>
<tr>
<td>HI-Y</td>
<td>16.0</td>
<td>---</td>
<td>7.1</td>
<td>Woodwork</td>
<td>2.7</td>
<td>---</td>
<td>1.2</td>
</tr>
</tbody>
</table>
In the Table XVI, above, the school activities of the students whose intelligence quotients range in the upper third are shown. Club work is most attractive in this group. It claims the attention of 36 percent of the boys, 27.3 percent of the girls, or a total of 21.1 percent of the group. Journalism comes second with 14.3 percent of the boys, a fourth of the girls, and 10.2 percent of the group. The Girls Reserve attracts 36.4 percent of the girls or 15.4 percent of the group. Hi-Y interested 28.6 percent of the boys or 15.4 percent of the group. More than a fifth (21.4%) of the boys and nearly a tenth (9.0%) of the girls or 15.4 percent of the group are engaged in orchestra work. No school activities are listed by 19.6 percent of the boys, 17.3 percent of the girls, or a total of 15.4 percent of the group.

### TABLE XVI. SCHOOL ACTIVITIES OF 104 STUDENTS WHOSE INTELLIGENCE QUOTIENTS RANGE IN THE UPPER THIRD, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clubs</td>
<td>36.0</td>
<td>27.3</td>
<td>21.1</td>
<td>Debating</td>
<td>12.5</td>
<td>2.2</td>
<td>7.7</td>
</tr>
<tr>
<td>Journalism</td>
<td>14.3</td>
<td>25.0</td>
<td>18.2</td>
<td>Music</td>
<td>9.3</td>
<td>9.0</td>
<td>6.7</td>
</tr>
<tr>
<td>Girl Res.</td>
<td>---</td>
<td>36.4</td>
<td>15.4</td>
<td>Athletics</td>
<td>8.5</td>
<td>---</td>
<td>4.0</td>
</tr>
<tr>
<td>Hi-Y</td>
<td>28.6</td>
<td>---</td>
<td>15.4</td>
<td>Dramatics</td>
<td>3.6</td>
<td>2.2</td>
<td>2.9</td>
</tr>
<tr>
<td>Orchestra</td>
<td>21.4</td>
<td>9.0</td>
<td>15.4</td>
<td>Art</td>
<td>1.7</td>
<td>2.2</td>
<td>1.9</td>
</tr>
<tr>
<td>NO ACT</td>
<td>8.9</td>
<td>16.0</td>
<td>12.3</td>
<td>Commerce</td>
<td>---</td>
<td>4.5</td>
<td>1.9</td>
</tr>
<tr>
<td>Sunshine Gls</td>
<td>---</td>
<td>25.0</td>
<td>10.6</td>
<td>Writing</td>
<td>1.7</td>
<td>---</td>
<td>1.0</td>
</tr>
<tr>
<td>Speech Art</td>
<td>5.3</td>
<td>11.3</td>
<td>7.5</td>
<td>Sports</td>
<td>1.7</td>
<td>---</td>
<td>1.0</td>
</tr>
<tr>
<td>Football</td>
<td>14.0</td>
<td>---</td>
<td>7.0</td>
<td>Library</td>
<td>---</td>
<td>2.2</td>
<td>1.0</td>
</tr>
</tbody>
</table>
group. Singing (Chorus) interests 8.9 percent of the boys, 16 percent of the girls, or a total of 12.5 percent of the group. Speech Arts interests 5.3 percent of the boys, 11.3 percent of the girls, and 7.3 percent of the group. But, 12.5 percent of the boys, 2.2 percent of the girls, and 7.7 percent of the group like to debate. More girls (3%) than boys (5.3%) engage in some musical activity. Art has the attention of 1.7 percent of the boys, 2.2 percent of the girls and 1.9 percent of the group.

Now when the students are viewed through the quartile divisions or classifications, no very striking variations is noticeable. TableXVII gives the school activities of the first quartile. Here 25 percent of the boys, 30.7 percent of the girls, and 27.6 percent of the group failed to list any school activity. Clubs is the interest of 27 percent of the boys, 13 percent of the girls, or 19.7 percent of the group. Basketball attracts 27.7 percent of the boys, 5.1 percent of the group girls, and 15.8 percent of the group. Chorus interests 5.4 percent of the boys, 13 percent of the girls, and 9.2 percent of the group. Eight and one-tenth percent of the boys enjoy band work, 2.6 percent of the girls, and 5 percent of the group. Five percent of the group, 1.7 percent of the boys, and 7.7 percent of the girls are interested in journalism as an activity. Only 2.5 percent of the girls and 1.7 percent of the boys, and 1.5 percent of the group are engaged in some form of musical activity.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
</tr>
</thead>
<tbody>
<tr>
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<td>27.6</td>
<td>Track</td>
<td>5.1</td>
<td>-----</td>
<td>3.2</td>
</tr>
<tr>
<td>Clubs</td>
<td>27.6</td>
<td>13.9</td>
<td>19.7</td>
<td>Art</td>
<td>----</td>
<td>7.7</td>
<td>3.9</td>
</tr>
<tr>
<td>Girls Rec</td>
<td>----</td>
<td>33.4</td>
<td>17.4</td>
<td>Athletics</td>
<td>----</td>
<td>7.7</td>
<td>3.9</td>
</tr>
<tr>
<td>Basketball</td>
<td>22.7</td>
<td>5.4</td>
<td>15.3</td>
<td>Commerce</td>
<td>1.7</td>
<td>2.5</td>
<td>1.3</td>
</tr>
<tr>
<td>Sunshine Club</td>
<td>----</td>
<td>28.2</td>
<td>14.2</td>
<td>Writing</td>
<td>----</td>
<td>2.5</td>
<td>1.3</td>
</tr>
<tr>
<td>Chorus</td>
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<td>13.9</td>
<td>9.2</td>
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</tr>
<tr>
<td>Sports</td>
<td>----</td>
<td>12.9</td>
<td>6.6</td>
<td>Gym</td>
<td>----</td>
<td>2.5</td>
<td>1.3</td>
</tr>
<tr>
<td>Hi-Y</td>
<td>11.0</td>
<td>-----</td>
<td>5.2</td>
<td>Work</td>
<td>----</td>
<td>2.5</td>
<td>1.3</td>
</tr>
<tr>
<td>Band</td>
<td>6.1</td>
<td>2.6</td>
<td>9.2</td>
<td>Reading</td>
<td>1.7</td>
<td>-----</td>
<td>1.2</td>
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<tr>
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<td>7.7</td>
<td>5.0</td>
<td>Machinery</td>
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<td>-----</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Table XVIII shows that in the second quartile 33.3 percent or one-third of the boys, 29 percent of the girls, and 30.5 percent of the group are not engaged in any activity connected with school life. Clubs demand the attention of 16.6 percent of the boys, 15.2 percent of the girls, and 18.3 percent of the group. Six and six-tenths percent of the boys, 17.3 percent of the girls, and 13.4 percent of the group are engaged in the chorus. Membership in the school band includes a tenth of the boys, 3.8 percent of the girls, and 9.6 percent of the group. Journalism is quite popular with the boys; 13.3 percent of them are engaged in this activity, 3.8 percent of the girls, or 7.3 percent of the group. Music interests 5.7 percent of the girls, 3.3 percent of the boys, and 4.9 percent of the group. Debating is more popular
with the girls. It includes 5.7 percent of the girls, 3.3 percent of the boys, and 2.4 percent of the group. Exactly the same comment can be made with reference to the Speech Arts and Drawing. Thirteen and three-tenths percent of the boys are interested in athletics, together with 5.7 percent of the girls, and 3.5 percent of the group.

### Table XVIII. School Activities of 78 Students Whose Intelligence Quotients Range From 96 to 103, Indicated in Percent

<table>
<thead>
<tr>
<th>Activity</th>
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<tr>
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<td>30.5</td>
</tr>
<tr>
<td>Girls Res</td>
<td>----</td>
<td>30.8</td>
<td>19.9</td>
</tr>
<tr>
<td>Chimes</td>
<td>16.6</td>
<td>18.2</td>
<td>18.5</td>
</tr>
<tr>
<td>Chorus</td>
<td>6.6</td>
<td>17.3</td>
<td>13.4</td>
</tr>
<tr>
<td>Basketball</td>
<td>26.6</td>
<td>----</td>
<td>9.7</td>
</tr>
<tr>
<td>Band</td>
<td>10.0</td>
<td>3.8</td>
<td>9.6</td>
</tr>
<tr>
<td>Sunshine Gls</td>
<td>----</td>
<td>15.4</td>
<td>8.5</td>
</tr>
<tr>
<td>Athletics</td>
<td>13.3</td>
<td>5.7</td>
<td>8.9</td>
</tr>
<tr>
<td>Orchestra</td>
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<td>9.0</td>
<td>8.5</td>
</tr>
<tr>
<td>Journalism</td>
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<td>3.8</td>
<td>7.5</td>
</tr>
<tr>
<td>Music</td>
<td>3.3</td>
<td>2.7</td>
<td>4.9</td>
</tr>
<tr>
<td>Track</td>
<td>6.6</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Farming</td>
<td>13.3</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Gym</td>
<td>----</td>
<td>----</td>
<td>3.8</td>
</tr>
<tr>
<td>Debating</td>
<td>3.3</td>
<td>5.7</td>
<td>2.4</td>
</tr>
<tr>
<td>Speech Art</td>
<td>3.3</td>
<td>5.7</td>
<td>2.4</td>
</tr>
<tr>
<td>Drawing</td>
<td>3.3</td>
<td>5.7</td>
<td>2.4</td>
</tr>
<tr>
<td>Hi-Y</td>
<td>3.3</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Sports</td>
<td>----</td>
<td>9.7</td>
<td>1.2</td>
</tr>
<tr>
<td>Dramatics</td>
<td>----</td>
<td>5.7</td>
<td>1.2</td>
</tr>
<tr>
<td>Woodwork</td>
<td>3.3</td>
<td>----</td>
<td>1.2</td>
</tr>
<tr>
<td>Typing</td>
<td>----</td>
<td>5.7</td>
<td>1.2</td>
</tr>
</tbody>
</table>

The school activities of quartile 3 are shown in Table XIX. Here, clubs takes the lead, receiving the attention of 21.2 percent of the boys, 27.2 percent of the girls, and 24.2 percent of the group. Journalism receives more consideration with this group as it interests 12.1 percent of the boys, 18 percent of the girls, and 15.1 percent of the group.
Nine percent of the boys, twice as many as the girls, and 13.6 percent of the group list no activity connected with school life. Twice as many girls as boys, 18 percent and 9 percent respectively, are engaged in chorus and it includes 13.6 percent of the group. Activity in orchestra enrolls 9 percent of the boys, 9 percent of the girls, and 9 percent of the group. Athletics interests 12.1 percent of the boys, 3.3 percent of the girls, and 7.6 percent of the group.

**TABLE XIX. SCHOOL ACTIVITIES OF 78 STUDENTS WHOSE INTELLIGENCE QUOTIENTS RANGE FROM 104 TO 110, INDICATED IN PERCENT. QUARTILE 3**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clubs</td>
<td>21.2</td>
<td>27.2</td>
<td>24.2</td>
<td>Track</td>
<td>9.0</td>
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<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>12.1</td>
<td>16.0</td>
<td>15.1</td>
<td>Speech Art</td>
<td></td>
<td>9.0</td>
<td>4.5</td>
</tr>
<tr>
<td>NO ACT</td>
<td>9.0</td>
<td>18.0</td>
<td>13.6</td>
<td>Debating</td>
<td>9.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chorus</td>
<td>9.0</td>
<td>18.0</td>
<td>13.6</td>
<td>Music</td>
<td></td>
<td>6.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Girl Res</td>
<td></td>
<td>24.2</td>
<td>12.1</td>
<td>Gym</td>
<td></td>
<td>6.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Hi-Y</td>
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<td></td>
<td></td>
<td>Dramatics</td>
<td></td>
<td>3.3</td>
<td>1.5</td>
</tr>
<tr>
<td>Football</td>
<td>21.1</td>
<td></td>
<td></td>
<td>Art</td>
<td>3.3</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
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<td>9.0</td>
<td>9.0</td>
<td>Swimming</td>
<td></td>
<td>3.3</td>
<td>1.5</td>
</tr>
<tr>
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<td>12.1</td>
<td>3.3</td>
<td>7.6</td>
<td>Dancing</td>
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<td>1.5</td>
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</table>

The activities of the upper 33% quartile are shown in Table XX. Again, clubs is the principal activity. This activity interests 15.3 percent of the boys, 34.4 percent of the girls, and 29.8 percent of the group. Journalism engages the attention of 17.7 percent of the boys, 28.1 percent of
the girls, and 22 percent of the group. Band includes a fifth of the boys, 9.4 percent of the girls, and 15.6 percent of the group. Speech Arts appeals to 15.3 percent of the boys, 12.5 percent of the girls, and 14.5 percent of the group. Orchestra enrolls 13.4 percent of the boys, 9.4 percent of the girls, and 11.7 percent of the group. A fifth of the boys, 9.4 percent of the girls, and 11.7 percent of the group take no interest in school activities. Twelve and one-half percent of the girls and 6.6 percent of the boys, or 10.4 percent of the group are interested in chorus.

**TABLE XX. SCHOOL ACTIVITIES OF 78 STUDENTS WHOSE INTELLIGENCE QUOTIENTS RANGE IN THE UPPER QUARTILE, INDICATED IN PERCENT**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
<th>Activity</th>
<th>Boy</th>
<th>Girl</th>
<th>Grp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clubs</td>
<td>15.3</td>
<td>34.4</td>
<td>29.6</td>
<td>Chorus</td>
<td>8.8</td>
<td>12.5</td>
<td>10.4</td>
</tr>
<tr>
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<td>17.7</td>
<td>25.1</td>
<td>22.0</td>
<td>Basketball</td>
<td>11.1</td>
<td>----</td>
<td>6.5</td>
</tr>
<tr>
<td>Hi-Y</td>
<td>12.0</td>
<td>----</td>
<td>17.0</td>
<td>Music</td>
<td>6.6</td>
<td>6.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Girls Res</td>
<td>----</td>
<td>38.0</td>
<td>15.6</td>
<td>Honor Soc</td>
<td>2.2</td>
<td>3.1</td>
<td>2.6</td>
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<tr>
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<td>15.6</td>
<td>Football</td>
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<td>----</td>
<td>2.6</td>
</tr>
<tr>
<td>Speech Art</td>
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<td>12.5</td>
<td>14.5</td>
<td>Art</td>
<td>2.2</td>
<td>3.1</td>
<td>2.6</td>
</tr>
<tr>
<td>Sunshine Gls</td>
<td>----</td>
<td>28.1</td>
<td>11.1</td>
<td>Debating</td>
<td>4.4</td>
<td>----</td>
<td>2.6</td>
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<td>Orchestra</td>
<td>13.4</td>
<td>9.4</td>
<td>11.7</td>
<td>Athletics</td>
<td>4.4</td>
<td>----</td>
<td>2.6</td>
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<tr>
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<td>9.4</td>
<td>11.7</td>
<td>Library</td>
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<td>1.5</td>
<td>2.6</td>
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</table>
### Table XXI. Summary of School Activities by Groups

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<th>U1</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>Q1</th>
<th>Q2</th>
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<th>Q4</th>
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<td>19.4</td>
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<td>19.2</td>
<td>12.1</td>
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<td>20.0</td>
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<td>13.4</td>
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<td>10.4</td>
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<td>13.4</td>
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<td></td>
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<td>19.0</td>
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<td>19.7</td>
<td>18.3</td>
<td>24.2</td>
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<tr>
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<td>7.3</td>
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</tr>
<tr>
<td>Gym</td>
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<td>2.7</td>
<td>3.9</td>
<td>1.3</td>
<td>2.4</td>
<td>3.0</td>
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<td></td>
</tr>
<tr>
<td>Band</td>
<td>5.1</td>
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<td>3.6</td>
<td>2.7</td>
<td>5.9</td>
<td>9.6</td>
<td>15.6</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>5.8</td>
<td>2.7</td>
<td>2.8</td>
<td>2.9</td>
<td>1.5</td>
<td>2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>5.2</td>
<td>2.7</td>
<td>2.6</td>
<td>2.5</td>
<td>1.3</td>
<td>2.4</td>
<td>6.5</td>
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<td></td>
</tr>
<tr>
<td>II-Y</td>
<td>3.2</td>
<td>13.0</td>
<td>4.2</td>
<td>4.7</td>
<td>10.6</td>
<td>5.2</td>
<td>1.2</td>
<td>10.0</td>
<td>17.0</td>
</tr>
<tr>
<td>Dramatics</td>
<td>1.6</td>
<td>10.0</td>
<td>2.4</td>
<td>4.7</td>
<td>10.6</td>
<td>5.2</td>
<td>6.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farming</td>
<td>1.3</td>
<td>6.3</td>
<td>3.5</td>
<td>7.7</td>
<td>2.4</td>
<td>4.5</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debating</td>
<td>1.3</td>
<td>6.3</td>
<td>3.5</td>
<td>7.7</td>
<td>2.4</td>
<td>4.5</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>1.3</td>
<td>6.3</td>
<td>3.5</td>
<td>7.7</td>
<td>2.4</td>
<td>4.5</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports-Trak-Ath</td>
<td>1.0</td>
<td>6.3</td>
<td>4.5</td>
<td>11.3</td>
<td>7.7</td>
<td>7.8</td>
<td>12.1</td>
<td>12.1</td>
<td>2.6</td>
</tr>
</tbody>
</table>

Reading the above table, it is to be noticed that 27 percent of the lower one-half of the students take no part in school activities. Likewise, 15 percent of the upper one-half are engaged in no school activity; 31 percent of Tertile 1, 20 percent of Tertile 2, 15.4 percent of Tertile 3, 27.6 of Quartile 1, 30.5 percent of Quartile 2, 13.6 percent of Quartile 3, and 11.7 percent of Quartile 4 are interested in no school activity. Regardless of the size of the dividing units, each shows a decrease in the percent of pupils having no activity, as the upper levels of intelligence are approached.
Girls Reserve includes 18.6 percent of the lower one-half of the students, 15 percent of the upper one-half, 15.4 percent of Tertile 1, 22.3 percent of Tertile 2, 15.4 percent of Tertile 3, 17.4 percent of Quartile 1, 19.5 percent of Quartile 2, 21.1 percent of Quartile 3, and 15.6 percent of Quartile 4. The maximum percentage is 22.3 in Tertile 2 and the minimum, 12.1 in Quartile 3. Basketball and football claim the attention of 16 percent of the lower one-half, 18.8 percent of the upper one-half, 20.9 percent of Tertile 1, 20 percent of Tertile 2, 7.7 percent of Tertile 3, 15.8 percent of Quartile 1, 9.7 percent of Quartile 2, 10.6 percent of Quartile 3, and 13.7 percent of Quartile 4. The range is 7.7 percent in Tertile 3 to 20.9 percent in Tertile 1.

Eleven and seven-tenths percent of the lower one-half, 8.5 percent of the upper one-half, 12.7 percent of Tertile 1, 7.1 percent of Tertile 2, 10.6 percent of Tertile 3, 14.2 percent of Quartile 1, 8.5 percent of Quartile 2, 6 percent of Quartile 3, 11.7 percent of Quartile 4 are enrolled in the Sunshine Society.

Conclusions

A close study of the foregoing statistics leads to these conclusions:

1. The fact that a student is an active participant in
some form of school activity is an indication of unusual mental ability. Table XXI conclusively shows that the higher mental levels are reached, greater numbers of students are participants.

2. Those activities that are selected by the superior group include orchestra, clubs, journalism, band, Hi-Y, dramatics, and debating.

3. The activities that are the choice of the students of lower intelligence are Sunshine girls, and Vocational Farming.

4. In answer to the question at the outset of the chapter - "Do students of similar levels of intelligence engage in the same school activities?" the evidence points to an affirmative response. There is a line of demarcation between low mentality and high mentality.
CHAPTER IV

VOCATIONS

Most students regard their school experience as a preparation for their life work. They fail to understand that education is life itself. With this idea in their minds, they project themselves five or ten years in the future to the time when they are doctors, nurses, teachers, and lawyers. The world is a half-way on either side of which are doors labeled by the occupations of the world's work. Each of these doors is beckoning the youth to enter. He views each occupation to determine its possibilities and its demands. By the time he has reached the senior year in high school, he has arrived at some decision, and whether or not these choices materialize, he leaves high school with these judgments reasonably well fixed. (See Table XXII) The following question is the problem of this chapter: "Do students of similar levels of intelligence choose the same vocations?"

Table XXII shows the vocations that have been selected by the students whose intelligence measures up to and including 103, one half the entire group. Of these students, 24.2 percent of the boys, 11.6 percent of the girls, or a total of
16 percent of the group have not arrived at a definite conclusion as to the work they intend to enter. Teaching is selected by 4.5 percent of the boys, 19.5 percent of the girls, or a total of 13 percent of the group. Farming is a decision of the boys, 29.8 percent of them this selection. Stenography is selected by 1.6 percent of the boys, 18.6 percent of the girls, or a total of 11 percent of the group.

TABLE XXI. VOCATIONS SELECTED BY THE LOWER (MENTALLY) ONE-HALF OF THE OF THE GROUP, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Vocation</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
<th>Vocation</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Choice</td>
<td>24.2</td>
<td>16.6</td>
<td>16.0</td>
<td>Medicine</td>
<td>6.4</td>
<td>-----</td>
<td>2.5</td>
</tr>
<tr>
<td>Teaching</td>
<td>4.5</td>
<td>19.5</td>
<td>13.0</td>
<td>Law</td>
<td>6.4</td>
<td>-----</td>
<td>2.5</td>
</tr>
<tr>
<td>Farming</td>
<td>29.8</td>
<td>-----</td>
<td>11.7</td>
<td>Art</td>
<td>3.0</td>
<td>2.3</td>
<td>2.5</td>
</tr>
<tr>
<td>Steno</td>
<td>1.6</td>
<td>18.6</td>
<td>11.6</td>
<td>Undertaker</td>
<td>6.4</td>
<td>-----</td>
<td>2.2</td>
</tr>
<tr>
<td>Business</td>
<td>9.6</td>
<td>10.4</td>
<td>9.6</td>
<td>Machinist</td>
<td>4.5</td>
<td>-----</td>
<td>1.6</td>
</tr>
<tr>
<td>Nursing</td>
<td>-----</td>
<td>16.2</td>
<td>9.0</td>
<td>Journalism</td>
<td>1.6</td>
<td>1.1</td>
<td>1.3</td>
</tr>
<tr>
<td>Beauty Cult</td>
<td>4.5</td>
<td>5.0</td>
<td>5.0</td>
<td>Writer</td>
<td>3.0</td>
<td>-----</td>
<td>1.3</td>
</tr>
<tr>
<td>Music</td>
<td>-----</td>
<td>8.1</td>
<td>4.4</td>
<td>Engineer</td>
<td>3.0</td>
<td>-----</td>
<td>1.3</td>
</tr>
<tr>
<td>Designer</td>
<td>1.6</td>
<td>5.0</td>
<td>3.8</td>
<td>Chemist</td>
<td>3.0</td>
<td>-----</td>
<td>1.3</td>
</tr>
<tr>
<td>Aviation</td>
<td>8.0</td>
<td>-----</td>
<td>3.2</td>
<td>Banker</td>
<td>1.6</td>
<td>-----</td>
<td>1.3</td>
</tr>
<tr>
<td>Salesman</td>
<td>6.4</td>
<td>-----</td>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Business is the field for 9.6 percent of the boys, 10.4 percent of the girls, or a total of 9.6 percent of the group. Nursing has been selected by 16.2 percent of the girls or 9 percent of the group. Beauty Culture has 4.5 percent of the boys, 5 percent of the girls, or about 5 percent of the
of the group interested. Music has not attracted the boys as a vocation, but 8.1 percent of the girls have made this choice.

In the upper one-half of the students, Table XXIII, it is quite noticeable that a greater range of vocations are listed. Teaching heads the list as it demands the attention of 13.7 percent of the boys, 27.5 percent of the girls, or a total of 19.2 percent of the group. Engineering is in second place with 27.5 percent of the boys, or a total of 14.1 percent of the group making the selection. Stenography is quite popular with the girls. More than a fourth (26.4) of them and only 3.7 percent of the boys are interested in this occupation. Together they include 13 percent of the group. In regard to the boys, only 12.5 percent of them, 13 percent of the girls, or a total of 12.1 percent of the whole group are as yet undecided what their life work will be. Music is more attractive to the girls than to the boys; this field has attracted 10.1 percent of the girls and only 6.2 percent of the boys. Together they include 8 percent of the group. Business interests 7.5 percent of the boys, 7.2 percent of the girls, or 7 percent of the group. Nursing interests 14.5 percent of the girls, or 6 percent of the group. Farming comes next with 12.5 percent of the boys or 6 percent of the group making this selection. Medicine attracts 7.5 percent of the boys, 2.9 percent of the girls, or a total of
5.1 percent of the group. Designing is the selection of 1.2 percent of the boys, 7.2 percent of the girls, or a total of 3.8 percent of the group.

Table XXIV is a survey of the occupations chosen by students of the lower third. Here business calls 17 percent of the boys, 30.1 percent of the girls, or a total of 24.5 percent of the group. Seventeen percent of the boys, 16.4 percent of the girls, or a total of 17.2 percent of the group are as yet undecided. Teaching is the choice of 8 percent of the boys, 19 percent of the girls, or 14.5 percent of the group. Farming attracts 29.8 percent of the boys.
or a total of 12.7 percent of the group. Nursing interests 16.4 percent of the girls, or one tenth of the group. A few boys (2.1%) are interested in beauty culture, likewise 11.1 percent of the girls, or 7.2 percent of the group. Aviation attracts 19.6 percent of the boys, or 4.5 percent of the group. No boys are interested in designing, but 6.3 percent of the girls, or 3.6 percent of the group are interested in that field.

TABLE XXIV. VOCATIONS OF 104 STUDENTS WHOSE INTELLIGENCE RANKS IN LOWER THIRD, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Vocation</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
<th>Vocation</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>17.0</td>
<td>30.1</td>
<td>24.5</td>
<td>Medicine</td>
<td>4.0</td>
<td>----</td>
<td>1.8</td>
</tr>
<tr>
<td>No Choice</td>
<td>17.0</td>
<td>16.4</td>
<td>17.2</td>
<td>Law</td>
<td>4.0</td>
<td>----</td>
<td>1.8</td>
</tr>
<tr>
<td>Teaching</td>
<td>8.0</td>
<td>19.0</td>
<td>14.5</td>
<td>Science</td>
<td>4.0</td>
<td>----</td>
<td>1.8</td>
</tr>
<tr>
<td>Farming</td>
<td>29.3</td>
<td>----</td>
<td>12.7</td>
<td>Undertaker</td>
<td>4.0</td>
<td>----</td>
<td>1.8</td>
</tr>
<tr>
<td>Beauty Cult</td>
<td>----</td>
<td>11.1</td>
<td>9.2</td>
<td>Art</td>
<td>2.1</td>
<td>----</td>
<td>.9</td>
</tr>
<tr>
<td>Aviation</td>
<td>10.6</td>
<td>----</td>
<td>4.2</td>
<td>Radio</td>
<td>2.3</td>
<td>----</td>
<td>.9</td>
</tr>
<tr>
<td>Designing</td>
<td>----</td>
<td>3.8</td>
<td>3.6</td>
<td>Music</td>
<td>----</td>
<td>1.6</td>
<td>.9</td>
</tr>
<tr>
<td>Mechanics</td>
<td>8.0</td>
<td>----</td>
<td>3.6</td>
<td>Salesman</td>
<td>2.1</td>
<td>----</td>
<td>.9</td>
</tr>
<tr>
<td>Engineering</td>
<td>6.4</td>
<td>----</td>
<td>2.7</td>
<td>Accountant</td>
<td>2.1</td>
<td>----</td>
<td>.9</td>
</tr>
</tbody>
</table>

When the middle third shown in Table XXV is examined, it is found that 27 percent of the boys, 17 percent of the girls, or a total of 21.2 percent of the group have made no decision on the matter of a vocation. Business holds the interest of 24.3 percent of the boys, 37.5 percent of the
girls, and 33 percent of the group. Sixteen percent of the boys as well as a fourth of the girls, or 21.2 percent of the group are planning to become teachers. Engineering claims the attention of 24.3 percent of the boys, or 10.5 percent of the group. Seventeen percent of the girls, or 10.5 percent of the group expect to become nurses. Designing interests 2.7 percent of the boys, 10.4 percent of the girls, or 7 percent of the group. No boys are interested in music, but 10.4 percent of the girls or 5.9 percent of the group have chosen this field.

TABLE XXIV. VOCATIONS OF 104 STUDENTS WHOSE INTELLIGENCE RANKS IN THE MIDDLE THIRD, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Vocation</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
<th>Vocation</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Choice</td>
<td>27.0</td>
<td>17.0</td>
<td>21.2</td>
<td>Aviation</td>
<td>8.0</td>
<td>-----</td>
<td>3.5</td>
</tr>
<tr>
<td>Business</td>
<td>24.3</td>
<td>37.5</td>
<td>33.0</td>
<td>Wireless</td>
<td>5.4</td>
<td>-----</td>
<td>2.3</td>
</tr>
<tr>
<td>Teaching</td>
<td>16.0</td>
<td>25.0</td>
<td>21.2</td>
<td>Navy</td>
<td>5.4</td>
<td>-----</td>
<td>2.3</td>
</tr>
<tr>
<td>Engineering</td>
<td>24.3</td>
<td>-----</td>
<td>10.5</td>
<td>Architect</td>
<td>5.4</td>
<td>-----</td>
<td>2.3</td>
</tr>
<tr>
<td>Nursing</td>
<td>2.7</td>
<td>10.4</td>
<td>7.0</td>
<td>Electric city</td>
<td>5.4</td>
<td>-----</td>
<td>2.3</td>
</tr>
<tr>
<td>Designing</td>
<td>10.4</td>
<td>5.9</td>
<td>7.0</td>
<td>Undertaker</td>
<td>5.4</td>
<td>-----</td>
<td>5.9</td>
</tr>
<tr>
<td>Music</td>
<td>12.5</td>
<td>-----</td>
<td>5.2</td>
<td>Accountant</td>
<td>5.4</td>
<td>-----</td>
<td>2.3</td>
</tr>
<tr>
<td>Farming</td>
<td>11.0</td>
<td>-----</td>
<td>4.7</td>
<td>Pharmacy</td>
<td>2.7</td>
<td>-----</td>
<td>1.2</td>
</tr>
<tr>
<td>Law</td>
<td>2.7</td>
<td>6.0</td>
<td>4.7</td>
<td>Ministry</td>
<td>2.7</td>
<td>-----</td>
<td>1.2</td>
</tr>
<tr>
<td>Art</td>
<td>3.5</td>
<td>-----</td>
<td>5.2</td>
<td>Beauty Cult</td>
<td>2.7</td>
<td>-----</td>
<td>1.1</td>
</tr>
<tr>
<td>Machinist</td>
<td>8.0</td>
<td>-----</td>
<td>3.5</td>
<td>Journalism</td>
<td>2.7</td>
<td>-----</td>
<td>1.1</td>
</tr>
<tr>
<td>Medicine</td>
<td>8.0</td>
<td>-----</td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dramatics</td>
<td></td>
<td>6.0</td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The students in the upper third predominately have chosen teaching as their profession. The boys (14.3%) and the girls...
(41%), are a fourth of the entire group have made this choice. Sixteen percent of the boys, and 16 percent of the girls, or a total of 15.4 percent of the group have made no choice. Business interests 5.3 percent of the boys, 27.7 percent of the girls, or 14.4 percent of the group. Music is the field for 7.1 percent of the boys, 16.0 percent of the girls, or one-tenth of the whole group. Engineering claims 17.9 percent of the boys or 9.6 percent of the group. Sixteen percent of the girls or 6.6 percent of the group have selected nursing as a vocation. Medicine attracts 8.9 percent of the boys, 2.2 percent of the girls, or 5.8 percent of the group.

TABLE XXVI. Vocations selected by 104 students whose intelligence ranks in the upper third, indicated in percent.

<table>
<thead>
<tr>
<th>Vocation</th>
<th>Boys</th>
<th>Girl</th>
<th>Cr</th>
<th>Vocation</th>
<th>Boy</th>
<th>Girl</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>14.3</td>
<td>41.0</td>
<td>29.0</td>
<td>Singer</td>
<td>3.6</td>
<td>----</td>
<td>1.9</td>
</tr>
<tr>
<td>No Choice</td>
<td>16.0</td>
<td>16.0</td>
<td>15.4</td>
<td>Soc Service</td>
<td>---</td>
<td>2.5</td>
<td>1.2</td>
</tr>
<tr>
<td>Business</td>
<td>9.3</td>
<td>21.6</td>
<td>14.4</td>
<td>Accountant</td>
<td>3.6</td>
<td>----</td>
<td>1.9</td>
</tr>
<tr>
<td>Music</td>
<td>7.1</td>
<td>16.0</td>
<td>10.0</td>
<td>Ministry</td>
<td>3.6</td>
<td>----</td>
<td>1.9</td>
</tr>
<tr>
<td>Engineering</td>
<td>17.9</td>
<td>----</td>
<td>9.6</td>
<td>Florist</td>
<td>3.6</td>
<td>----</td>
<td>1.9</td>
</tr>
<tr>
<td>Nursing</td>
<td>----</td>
<td>16.0</td>
<td>6.6</td>
<td>Landscaping</td>
<td>3.6</td>
<td>----</td>
<td>1.9</td>
</tr>
<tr>
<td>Medicine</td>
<td>8.5</td>
<td>2.2</td>
<td>5.8</td>
<td>Army</td>
<td>3.6</td>
<td>----</td>
<td>1.9</td>
</tr>
<tr>
<td>Farming</td>
<td>9.9</td>
<td>----</td>
<td>4.3</td>
<td>Dentistry</td>
<td>3.6</td>
<td>----</td>
<td>1.9</td>
</tr>
<tr>
<td>Journalism</td>
<td>3.3</td>
<td>6.7</td>
<td>4.3</td>
<td>Radio</td>
<td>3.6</td>
<td>----</td>
<td>1.9</td>
</tr>
<tr>
<td>Aviation</td>
<td>7.1</td>
<td>----</td>
<td>5.3</td>
<td>Optometry</td>
<td>3.6</td>
<td>----</td>
<td>1.9</td>
</tr>
<tr>
<td>Science</td>
<td>7.1</td>
<td>----</td>
<td>3.0</td>
<td>Pharmacy</td>
<td>3.6</td>
<td>----</td>
<td>1.9</td>
</tr>
<tr>
<td>Law</td>
<td>5.3</td>
<td>----</td>
<td>2.9</td>
<td>Designing</td>
<td>----</td>
<td>2.2</td>
<td>1.0</td>
</tr>
<tr>
<td>Beauty Cult</td>
<td>----</td>
<td>6.7</td>
<td>2.9</td>
<td>Dramatics</td>
<td>----</td>
<td>2.2</td>
<td>1.0</td>
</tr>
<tr>
<td>Linguist</td>
<td>3.6</td>
<td>----</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In viewing the vocations chosen by the group in Quartile one, farming is predominant. In Table XXVII, 38 percent of the boys or 18.4 percent of the group have made this selection. Teaching comes next as it interests 8.1 percent of the boys, 20.5 percent of the girls, or a total of 19.4 percent of the group. No choice has been indicated by 5.4 percent of the boys, 20.5 percent of the girls, or 15 percent of the group. Stenography holds the attention of 20.5 percent of the girls, or 10.5 percent of the group. Again, 15.4 percent of the girls or 7.7 percent of the group are interested in becoming nurses. Designing attracts 5.4 percent of the boys, 7.7 percent of the girls and 6.5 percent of the group.

TABLE XXVII. VOCATIONS CHOSEN BY 78 STUDENTS WHOSE INTELLIGENCE RANKS IN THE FIRST QUARTILE, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Vocation</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
<th>Vocation</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farming</td>
<td>38.0</td>
<td>18.4</td>
<td></td>
<td>Medicine</td>
<td>8.1</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>8.1</td>
<td>14.4</td>
<td></td>
<td>Business</td>
<td>1.7</td>
<td>2.5</td>
<td>2.7</td>
</tr>
<tr>
<td>No Choice</td>
<td>5.4</td>
<td>13.0</td>
<td></td>
<td>Printing</td>
<td>5.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stenography</td>
<td>---</td>
<td>10.5</td>
<td></td>
<td>Engineering</td>
<td>5.4</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>15.4</td>
<td>7.9</td>
<td></td>
<td>Machinist</td>
<td>9.4</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Designing</td>
<td>7.7</td>
<td>6.5</td>
<td></td>
<td>Undertaker</td>
<td>5.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beauty Cult</td>
<td>2.7</td>
<td>10.2</td>
<td>6.5</td>
<td>Music</td>
<td>---</td>
<td>5.1</td>
<td>2.9</td>
</tr>
<tr>
<td>Sales - Clerk</td>
<td>2.7</td>
<td>6.5</td>
<td></td>
<td>Barber</td>
<td>5.4</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Aviation</td>
<td>10.8</td>
<td>5.2</td>
<td></td>
<td>Journalism</td>
<td>1.7</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>8.1</td>
<td>3.9</td>
<td></td>
<td>Accountant</td>
<td>1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>2.7</td>
<td>5.1</td>
<td>3.9</td>
<td>Commerce</td>
<td>---</td>
<td>2.5</td>
<td>1.3</td>
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</tbody>
</table>
In Quartile 2, shown in Table XXVIII below, 16 percent of the group of whom 16.6 percent of the boys and 15.4 percent of the girls, have made no decision. Farming is chosen by 40 percent of the boys or 14.6 percent of the group. Business has practically the same proportion however considered 13 percent of the boys, 13 percent of the girls, and 13.4 percent of the group. Teaching is not so popular with this group as it attracts 3.5 percent of the boys, 19.1 percent of the girls, or 13.4 percent of the group. Twelve percent of the group, of whom 19.1 percent of the girls intend to become nurses. Designing appeals to 3.3 percent of the boys, 11.5 percent of the girls, or 5.8 percent of the group.

**Table XXVIII. Vocations Chosen by 76 Students Whose Intelligence Ranks in the Second Quartile, Indicated in Percent**

<table>
<thead>
<tr>
<th>Vocation</th>
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<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Choice</td>
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<td>16.0</td>
</tr>
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</tr>
<tr>
<td>Business</td>
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<td>13.5</td>
<td>13.4</td>
</tr>
<tr>
<td>Teaching</td>
<td>3.3</td>
<td>19.1</td>
<td>13.4</td>
</tr>
<tr>
<td>Nursing</td>
<td>---</td>
<td>19.1</td>
<td>12.0</td>
</tr>
<tr>
<td>Designing</td>
<td>3.3</td>
<td>14.5</td>
<td>8.9</td>
</tr>
<tr>
<td>Engineering</td>
<td>23.3</td>
<td>---</td>
<td>8.5</td>
</tr>
<tr>
<td>Stenography</td>
<td>---</td>
<td>11.5</td>
<td>7.3</td>
</tr>
<tr>
<td>Music</td>
<td>---</td>
<td>9.6</td>
<td>6.1</td>
</tr>
<tr>
<td>Commerce</td>
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<td>3.8</td>
<td>6.0</td>
</tr>
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<td>10.0</td>
<td>---</td>
<td>4.8</td>
</tr>
<tr>
<td>Law</td>
<td>6.6</td>
<td>---</td>
<td>2.4</td>
</tr>
<tr>
<td>Undertaker</td>
<td>6.6</td>
<td>---</td>
<td>2.4</td>
</tr>
<tr>
<td>Dramatics</td>
<td>---</td>
<td>3.8</td>
<td>2.4</td>
</tr>
<tr>
<td>Accountant</td>
<td>3.3</td>
<td>5.7</td>
<td>2.4</td>
</tr>
<tr>
<td>Beauty Cult</td>
<td>---</td>
<td>3.8</td>
<td>2.4</td>
</tr>
<tr>
<td>Medicine</td>
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<td>---</td>
<td>2.4</td>
</tr>
<tr>
<td>Journalism</td>
<td>---</td>
<td>5.7</td>
<td>2.4</td>
</tr>
<tr>
<td>Art</td>
<td>---</td>
<td>3.8</td>
<td>1.2</td>
</tr>
<tr>
<td>Banker</td>
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<td>---</td>
<td>1.2</td>
</tr>
<tr>
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<td>---</td>
<td>1.2</td>
</tr>
<tr>
<td>Jeweler</td>
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<td>---</td>
<td>1.2</td>
</tr>
</tbody>
</table>
In Table XXIX, the vocations of the third quartile are shown. Business in this group takes the lead with 15.1 percent of the boys, 30.3 percent of the girls, or a total of 23 percent of the group. Teaching ranks high in this group, since it attracts 15.1 percent of the boys, 24.2 percent of the girls, or 19.7 percent of the group. Nine percent of the girls, 12.1 percent of the boys, or 10.7 percent of the group have made no decision in the matter. Engineering claims the attention of 21.2 percent of the boys, or 10.6 percent of the group. Fifteen and one-tenth percent of the girls, or 7.5 percent of the group intend to become nurses. No boys are interested in music, but 12.1 percent of the girls, or 6 percent

<table>
<thead>
<tr>
<th>Vocation</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
<th>Vocation</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
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<td>Business</td>
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<td>23.0</td>
<td>Electricity</td>
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<td>----</td>
<td>3.3</td>
</tr>
<tr>
<td>Teaching</td>
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<td>24.2</td>
<td>19.7</td>
<td>Law</td>
<td>6.0</td>
<td>----</td>
<td>3.3</td>
</tr>
<tr>
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<td>9.0</td>
<td>10.7</td>
<td>Sea Service</td>
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<td>3.3</td>
<td>3.3</td>
</tr>
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<td>----</td>
<td>10.6</td>
<td>Radio</td>
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<td>----</td>
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<td>----</td>
<td>15.1</td>
<td>7.3</td>
<td>Army</td>
<td>6.0</td>
<td>----</td>
<td>3.3</td>
</tr>
<tr>
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<td>----</td>
<td>12.1</td>
<td>6.0</td>
<td>Dramatics</td>
<td>----</td>
<td>6.0</td>
<td>3.3</td>
</tr>
<tr>
<td>Aviation</td>
<td>12.2</td>
<td>----</td>
<td>6.0</td>
<td>Ministry</td>
<td>6.0</td>
<td>----</td>
<td>3.3</td>
</tr>
<tr>
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<td>1.3</td>
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<td>Architect</td>
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<td>----</td>
<td>1.3</td>
</tr>
<tr>
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<td>----</td>
<td>4.5</td>
<td>Beauty Cult</td>
<td>----</td>
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<td>1.5</td>
</tr>
<tr>
<td>Medicine</td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
<td>Science</td>
<td>3.3</td>
<td>----</td>
<td>1.5</td>
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<td>Designing</td>
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<td>2.3</td>
<td>2.3</td>
<td>Chemist</td>
<td>3.3</td>
<td>----</td>
<td>1.5</td>
</tr>
<tr>
<td>Athletics</td>
<td>6.0</td>
<td>----</td>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
of the group have chosen this as their field of service.
Aviation appeals to 12.1 percent of the boys or 6 percent of the group.

TABLE XXX. VOCATIONS CHOSEN BY 78 STUDENTS WHOSE INTELLIGENCE QUOTIENTS RANGE IN THE UPPER QUARTILE, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Vocation</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>11.1</td>
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<td>26.0</td>
</tr>
<tr>
<td>Engineering</td>
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<td>13.0</td>
<td>15.0</td>
</tr>
<tr>
<td>No Choice</td>
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<td>6.3</td>
<td>11.7</td>
</tr>
<tr>
<td>Business</td>
<td>4.4</td>
<td>15.0</td>
<td>10.4</td>
</tr>
<tr>
<td>Music</td>
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<td>5.3</td>
<td>7.8</td>
</tr>
<tr>
<td>Soc Service</td>
<td>---</td>
<td>16.0</td>
<td>6.5</td>
</tr>
<tr>
<td>Nurse</td>
<td>---</td>
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</tr>
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<td>Medicine</td>
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<td>---</td>
<td>5.5</td>
</tr>
<tr>
<td>Journalism</td>
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<td>6.3</td>
<td>5.2</td>
</tr>
<tr>
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<td>6.5</td>
<td>4.0</td>
</tr>
<tr>
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<td>---</td>
<td>4.0</td>
</tr>
<tr>
<td>Farming</td>
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<td>---</td>
<td>4.0</td>
</tr>
<tr>
<td>Law</td>
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</tr>
<tr>
<td>Chemist</td>
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<td>---</td>
<td>2.6</td>
</tr>
<tr>
<td>Accountant</td>
<td>4.4</td>
<td>---</td>
<td>2.6</td>
</tr>
</tbody>
</table>

In Table XXX above, teaching claims the attention of 11.1 percent of the boys, 47 percent of the girls, or a total of 26 percent of the group. Engineering comes in the next place as it appeals to 22.2 percent of the boys, or 13 percent of the group. No decision has been reached by 15.3 percent of the boys, 6.3 percent of the girls, or 11.7 percent of the group. Business interests 4.4 percent of the boys,
19 percent of the girls, or a total of 10.4 percent of the group. Music is selected by 6.8 percent of the boys, 6.3 percent of the girls, or 7.8 percent of the group. Social Service and nursing each claims the attention of 16 percent of the girls. Journalism is the choice of 14.4 percent of the boys, 6.3 percent of the girls, or 5.2 percent of the group.

### TABLE XXXI. SUMMARY OF VOCATIONS CHOSEN BY 12 STUDENTS GROUPED ACCORDING TO INTELLIGENCE LEVELS, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Vocation</th>
<th>L1</th>
<th>L2</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
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<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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</thead>
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<td>11.7</td>
</tr>
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<td>20.7</td>
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<td>10.5</td>
<td>10.5</td>
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<td>7.9</td>
<td>12.0</td>
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<td>14.9</td>
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<td>6.3</td>
<td>2.4</td>
<td>1.5</td>
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<td>11.9</td>
<td>2.9</td>
<td>6.1</td>
<td>12.1</td>
<td>10.4</td>
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<td>10.4</td>
<td>10.9</td>
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<td>5.9</td>
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<td>4.5</td>
<td>3.5</td>
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<td>4.0</td>
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<td>1.8</td>
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<td>2.4</td>
<td>3.3</td>
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<tr>
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<td>1.9</td>
<td>3.6</td>
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<td>4.8</td>
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<td>2.4</td>
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<td>8.5</td>
<td>10.6</td>
<td>13.0</td>
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<td>---</td>
<td>1.9</td>
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<td>---</td>
<td>1.9</td>
<td>---</td>
<td>---</td>
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<td>---</td>
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<td>2.4</td>
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<td>---</td>
<td>1.2</td>
<td>1.9</td>
<td>---</td>
<td>1.5</td>
<td>3.2</td>
<td>---</td>
</tr>
<tr>
<td>Architect</td>
<td>---</td>
<td>1.7</td>
<td>---</td>
<td>2.3</td>
<td>---</td>
<td>---</td>
<td>3.3</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Nursery-Florist</td>
<td>---</td>
<td>1.4</td>
<td>---</td>
<td>1.9</td>
<td>---</td>
<td>---</td>
<td>3.3</td>
<td>---</td>
<td>2.6</td>
</tr>
</tbody>
</table>
This Table XXXI, summarizing the vocations, is to be read as follows: 16 percent of the students whose intelligence ranks in the lower one-half of the 312 students, 12.1 percent of the upper one-half, 17 percent of Tertile 1, 21.2 percent of Tertile 2, 15.4 percent of Tertile 3, 13.4 percent of Quartile 1, 16 percent of Quartile 2, 10.7 percent of Quartile 3, and 11.7 percent of Quartile 4 have made no vocational selection. These percentages range from 10.7 in Quartile 3 to 21.2 in Tertile 2. Farming is selected by 11.7 percent of the lower one-half, 6 percent of the upper one-half, 12.7 percent of Tertile 1, 5.9 percent of Tertile 2, 4.8 percent of Tertile 3, 18.4 percent of Quartile 1, 14.6 percent of Quartile 2, 6 percent of Quartile 3, 4 percent of Quartile 4. These limits as they concern farming are 4 percent in Quartile 4 and 18.4 percent in Quartile 1. The third item is made up of stenography, business, and commerce. In the lower one-half 20.6 percent of the group selected this field. Again, 20 percent of the upper one-half, 24.5 percent of Tertile 1, 33 percent of Tertile 2, 14.4 percent of Tertile 3, 19.7 percent of Quartile 1, 30.7 percent of Quartile 2, 23 percent of Quartile 3, 10.4 percent of Quartile 4 made the same selection. The high point occurs in Tertile 2 with 33 percent and the low point in Quartile 4 with 10.4 percent. Music is selected by .9 percent in Tertile 1 and by 12.1 percent in Quartile 3, with very much the same rating in Tertile 3.
Conclusions

Returning to the question stated at the beginning of the chapter "Do students of similar levels of intelligence choose the same vocations?" the following conclusions are drawn:

1. There is a tendency toward a well marked division between the intellectual groups in the choices of vocations.

2. Those people of high mental capacity have chosen teaching, music, medicine, law, journalism, engineering, social service, chemistry, architecture, work as a nurseryman, and the work of a florist.

3. People of lower intelligence have chosen farming, work of a commercial nature, nursing, work in beauty culture, art, designing, landscaping, aviation, embalming, and machinery.
CHAPTER V
EXPERIENCE

In the preceding chapter, the question of the choice of vocations was considered. This chapter sets forth the findings in regard to experiences of high school seniors. Do students of similar levels of intelligence have the same general kind of experience?

It is obvious that high school students have had little opportunity for practical experience. They have spent their lives pretty largely in their homes. They have been sheltered and shielded from the unpleasant task of making a living. Little chance has been afforded them to meet the major problems of life. Yet here and there, they may have engaged in some odd job or been employed part time. If they have some practical experience, the job that they followed was likely one of their own choice. Table XXXII surveys the experience of the lower one-half of the group of 312 students according to their intelligence. Thirteen percent of the boys, 55.5 percent of the girls, or a total of 36 percent of the group have failed to list any experience. Farming includes 55 percent of the boys or 21.2 percent of the group. Home work
has kept 31.4 percent of the girls or 11.7 percent of the group busy. Nineteen and five-tenths percent of the boys, 11.6 percent of the girls, or 10.9 percent of the group have done some work as clerks. Six and four-tenths percent of the boys, 3.4 percent of the girls, or 4.5 percent of the group have been engaged in office work or stenography. The milk industry employs 6.4 percent of the boys or 2.5 percent of the group.

Four and one-half percent of the boys are engaged in newspaper circulation. The same number have done work as machinists.

TABLE XXXII. EXPERIENCE OF 156 STUDENTS WHOSE INTELLIGENCE LEVEL RANKS IN THE LOWER ONE-HALF, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Experience</td>
<td>13</td>
<td>55.5</td>
<td>36.0</td>
<td>Mechanic</td>
<td>4.5</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>Farm</td>
<td>35.0</td>
<td>----</td>
<td>21.1</td>
<td>Odd Jobs</td>
<td>3.0</td>
<td>----</td>
<td>1.3</td>
</tr>
<tr>
<td>Home</td>
<td>----</td>
<td>31.4</td>
<td>11.7</td>
<td>Chauffeur</td>
<td>3.0</td>
<td>----</td>
<td>1.3</td>
</tr>
<tr>
<td>Clerk</td>
<td>17.5</td>
<td>11.6</td>
<td>10.9</td>
<td>Florist</td>
<td>1.6</td>
<td>----</td>
<td>1.6</td>
</tr>
<tr>
<td>Office-Steno</td>
<td>6.4</td>
<td>3.4</td>
<td>4.5</td>
<td>Barber</td>
<td>1.6</td>
<td>----</td>
<td>.6</td>
</tr>
<tr>
<td>Milk Plant</td>
<td>6.4</td>
<td>----</td>
<td>2.5</td>
<td>Music</td>
<td>----</td>
<td>1.1</td>
<td>.6</td>
</tr>
<tr>
<td>Newsboy</td>
<td>4.5</td>
<td>----</td>
<td>1.6</td>
<td>Woodwork</td>
<td>1.6</td>
<td>----</td>
<td>.6</td>
</tr>
</tbody>
</table>

When the experience of the upper one-half of the students is observed as shown in Table XXXIII, there is a noticeable decrease in the number that has had no experience compared to the number in Table XXXII above. Eleven and two-tenths percent of the boys, 50.7 percent of the girls, or 29 percent
of the group did not indicate that they had any experience.

Thirty-three and seven-tenths percent of the boys, 8.7 percent of the girls, or 21.1 percent of the group have had some experience as a clerk. Farming is next in order of importance. It claims the attention of 35 percent of the boys or 19.9 percent of the group. Three and seven-tenths percent of the boys, 31.8 percent of the girls or 16 percent of the group have just engaged in home work of some kind. The work as a newsboy claims 23.7 percent of the boys or 12.1 percent of the group.

TABLE XXXIII. EXPERIENCE OF 156 STUDENTS WHOSE INTELLIGENCE LEVEL RANKS IN THE UPPER ONE-HALF, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Exp.</td>
<td>11.2</td>
<td>58.7</td>
<td>29.5</td>
</tr>
<tr>
<td>Sales Clerk</td>
<td>33.7</td>
<td>8.7</td>
<td>21.1</td>
</tr>
<tr>
<td>Farming</td>
<td>33.0</td>
<td>19.7</td>
<td>19.7</td>
</tr>
<tr>
<td>Home Work</td>
<td>25.7</td>
<td>31.8</td>
<td>16.0</td>
</tr>
<tr>
<td>Newsboy</td>
<td>25.7</td>
<td>12.1</td>
<td>12.1</td>
</tr>
<tr>
<td>Steno-Off</td>
<td>3.7</td>
<td>6.5</td>
<td>5.1</td>
</tr>
<tr>
<td>Truck Driver</td>
<td>6.0</td>
<td>2.6</td>
<td>2.6</td>
</tr>
<tr>
<td>Orchestra</td>
<td>2.5</td>
<td>---</td>
<td>1.2</td>
</tr>
<tr>
<td>Telephone</td>
<td>2.5</td>
<td>---</td>
<td>1.2</td>
</tr>
<tr>
<td>Usher</td>
<td>2.5</td>
<td>---</td>
<td>1.2</td>
</tr>
<tr>
<td>Mechanical</td>
<td>1.2</td>
<td>---</td>
<td>.7</td>
</tr>
<tr>
<td>Drawing</td>
<td>1.2</td>
<td>---</td>
<td>.7</td>
</tr>
<tr>
<td>Blue Print</td>
<td>---</td>
<td>.7</td>
<td>.3</td>
</tr>
<tr>
<td>Factory</td>
<td>---</td>
<td>.7</td>
<td>.3</td>
</tr>
</tbody>
</table>

Stenography and office work has interested 3.7 percent of the boys, 6.5 percent of the girls, or 5.1 percent of the group. Five percent of the boys, or 2.6 percent of the group have driven a truck. Two and a half percent of the boys or 1.2 percent of the group are engaged in work in the orchestra.
The same proportion is engaged in telephone and usher service.

The following table shows the experience of the lowest Tertile. Again, a large proportion is found to be inexperienced. Fifteen percent of the boys, 46.1 percent of the girls, or 34 percent of the group have done little work of a practical nature. Farming has engaged 53.2 percent of the boys or 22.7 percent of the group. Some sort of home work has been done by 34.5 percent of the girls, or 20.9 percent of the group. 21.2 percent of the boys, 9.5 percent of the girls, or 14.5 percent of the group have been clerks. Office work and stenography has engaged 6.4 percent of the boys, 3.2 percent of the girls or 4.5 percent of the group.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Exp.</td>
<td>19.0</td>
<td>46.1</td>
<td>34.0</td>
<td>Milk Plant</td>
<td>6.4</td>
<td>-----</td>
<td>2.7</td>
</tr>
<tr>
<td>Farming</td>
<td>53.2</td>
<td>-----</td>
<td>22.7</td>
<td>Newsboy</td>
<td>4.0</td>
<td>-----</td>
<td>1.8</td>
</tr>
<tr>
<td>Home Work</td>
<td>-----</td>
<td>34.3</td>
<td>20.9</td>
<td>Chauffeur</td>
<td>2.1</td>
<td>-----</td>
<td>.9</td>
</tr>
<tr>
<td>Clerk</td>
<td>21.2</td>
<td>9.5</td>
<td>14.5</td>
<td>Barber</td>
<td>2.1</td>
<td>-----</td>
<td>.9</td>
</tr>
<tr>
<td>Steno-Off</td>
<td>6.4</td>
<td>2.2</td>
<td>4.5</td>
<td>Machinist</td>
<td>2.1</td>
<td>-----</td>
<td>.9</td>
</tr>
</tbody>
</table>

Table XXXIV surveys the work that has been done by the pupils of the middle third. As usual, the proportion of the inexperienced individuals is high. Nearly one-half of the
group (48%) of whom 21.6 percent of the boys, and 68.7 percent of the girls have not performed any work of a practical nature. Farming has arrested the attention of 46 percent of the boys or one-fifth of the group. Six percent of the girls, 35.0 percent of the boys, or 18.6 percent of the group have engaged in work as clerks. Some sort of home work has kept 27 percent of the girls, or 16.5 percent of the group busy. The work of a newsboy has occupied 24.3 percent of the boys, or 19.5 percent of the group. Eight percent of the boys drove trucks.

TABLE XXXV. EXPERIENCE OF 104 STUDENTS WHOSE INTELLIGENCE RANKS IN THE MIDDLE THIRD, INDICATED IN PERCENT. TERTILE 2

<table>
<thead>
<tr>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Exp.</td>
<td>21.6</td>
<td>68.4</td>
<td>48.0</td>
<td>Milk Plant</td>
<td>2.7</td>
<td>-----</td>
<td>1.2</td>
</tr>
<tr>
<td>Farming</td>
<td>46.0</td>
<td>-----</td>
<td>20.0</td>
<td>Gardener</td>
<td>2.7</td>
<td>-----</td>
<td>1.2</td>
</tr>
<tr>
<td>Newsboy</td>
<td>24.3</td>
<td>-----</td>
<td>19.5</td>
<td>Undertaker</td>
<td>2.7</td>
<td>-----</td>
<td>1.2</td>
</tr>
<tr>
<td>Clerk</td>
<td>35.0</td>
<td>6.0</td>
<td>18.6</td>
<td>Machinist</td>
<td>2.7</td>
<td>-----</td>
<td>1.2</td>
</tr>
<tr>
<td>Home Work</td>
<td>-----</td>
<td>27.6</td>
<td>16.5</td>
<td>Factory</td>
<td>-----</td>
<td>2.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Odd Jobs</td>
<td>8.0</td>
<td>4.1</td>
<td>5.8</td>
<td>Music</td>
<td>-----</td>
<td>2.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Truck Driver</td>
<td>8.0</td>
<td>-----</td>
<td>3.5</td>
<td>Librarian</td>
<td>-----</td>
<td>2.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Woodwork</td>
<td>2.7</td>
<td>-----</td>
<td>1.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As one observes the experience of the upper third, in Table XXXVI, the proportion of inexperienced individuals shows a marked decrease. Only 7.1 percent of the boys and 45.4 percent of the girls or in other words, 23 percent of
One-fourth of the boys, 10 percent of the girls, or 17.1 percent of the group are in this class. Farming is the experience of 41 percent of the boys or 22.1 percent of the group. Thirty and three-tenths percent of the boys, 11.3 percent of the girls, or 21.1 percent of the group have been clerks. Home work has kept 3.5 percent of the boys, 36.4 percent of the girls, or 17.5 percent of the group busy. Twenty-three and two-tenths percent of the boys, or 12.5 percent of the group have worked as newsboys. Stenography and office work have been performed by 2.6 percent of the boys, 6.7 percent of the girls, or 4.8 percent of the group.

### Table XXXVI. Experience of 104 Students Whose Intelligence Ranks in the Upper Third, Indicated in Percent

<table>
<thead>
<tr>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Exp.</td>
<td>7.1</td>
<td>43.4</td>
<td>25.0</td>
<td>Caddy</td>
<td>3.6</td>
<td>---</td>
<td>1.9</td>
</tr>
<tr>
<td>Farming</td>
<td>41.0</td>
<td>---</td>
<td>22.1</td>
<td>Road Work</td>
<td>3.6</td>
<td>---</td>
<td>1.9</td>
</tr>
<tr>
<td>Clerk</td>
<td>30.3</td>
<td>11.3</td>
<td>21.1</td>
<td>Usher</td>
<td>3.6</td>
<td>---</td>
<td>1.9</td>
</tr>
<tr>
<td>Home Work</td>
<td>3.6</td>
<td>36.4</td>
<td>17.5</td>
<td>Gardener</td>
<td>3.6</td>
<td>---</td>
<td>1.9</td>
</tr>
<tr>
<td>Newsboy</td>
<td>23.2</td>
<td>---</td>
<td>12.5</td>
<td>Truck Driver</td>
<td>3.6</td>
<td>---</td>
<td>1.9</td>
</tr>
<tr>
<td>Off-Steno</td>
<td>3.6</td>
<td>6.7</td>
<td>4.8</td>
<td>Asst's Editor</td>
<td>3.6</td>
<td>---</td>
<td>1.9</td>
</tr>
<tr>
<td>Orchestra</td>
<td>3.6</td>
<td>---</td>
<td>1.9</td>
<td>Factory</td>
<td>3.6</td>
<td>---</td>
<td>1.9</td>
</tr>
<tr>
<td>Delivery Boy</td>
<td>3.6</td>
<td>---</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table XXXVII shows that 10.6 percent of the boys in the first Quartile are inexperienced; likewise, 51.3 percent of the girls and 31.5 percent of the group. One-half of the boys or 23.7 percent of the group are experienced in farming.
One-fourth of the boys, 15 percent of the girls, or 19.7 percent of the group have been clerks. Work in a milk plant employs 8.1 percent of the boys or 3.9 percent of the group. The same percentage holds for the work of a newsboy.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Exp.</td>
<td>10.8</td>
<td>31.3</td>
<td>31.5</td>
</tr>
<tr>
<td>Farm</td>
<td>50.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home work</td>
<td></td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>Clerk</td>
<td>25.0</td>
<td>15.0</td>
<td>19.7</td>
</tr>
<tr>
<td>Milk Plant</td>
<td>8.1</td>
<td></td>
<td>5.7</td>
</tr>
</tbody>
</table>

In the group, Quartile 2 shown in the Table XXXVIII, 13.3 percent of the boys, 56. percent of the girls, or 41.5 percent of the group are inexperienced. Farming again, claims 63.3 percent of the boys or 23 percent of the group. Twenty-seven percent of the girls or 17 percent of the group are working in the home. Clerking claims 23.2 percent of the boys, 9.6 percent of the girls, or 16 percent of the group. Thirteen and three-tenths percent of the boys or 4.9 percent of the group are newsboys.
TABLE XXXVIII. EXPERIENCE OF 78 PUPILS WHOSE INTELLIGENCE QUOTIENTS RANGE FROM 96 TO 103, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Exp.</td>
<td>15.3</td>
<td>28.0</td>
<td>41.5</td>
</tr>
<tr>
<td>Farm</td>
<td>16.3</td>
<td>----</td>
<td>23.0</td>
</tr>
<tr>
<td>Home Work</td>
<td>----</td>
<td>27.0</td>
<td>17.0</td>
</tr>
<tr>
<td>Clerk</td>
<td>23.2</td>
<td>9.6</td>
<td>16.0</td>
</tr>
<tr>
<td>Newsboy</td>
<td>13.2</td>
<td>----</td>
<td>4.9</td>
</tr>
<tr>
<td>Chauffeur</td>
<td>10.0</td>
<td>----</td>
<td>3.7</td>
</tr>
<tr>
<td>Steno-Office</td>
<td>3.3</td>
<td>3.9</td>
<td>3.4</td>
</tr>
</tbody>
</table>

In the Table XXXVIII, below, the experience of the students of the third Quartile are shown. The intelligence quotients of this group range from 104 to 110. In this group, 6 percent of the boys, 54.4 percent of the girls, or 30.2 percent of the group have not been gainfully employed. Clerking claims 45.5 percent of the boys, 3.3 percent of the girls or 24.2 percent of the group. Farming interests a high percentage of the boys (36%) or 18.1 percent of the group. A little more than a fifth of the girls or 10.1 percent of the group are kept busy in the home. Eighteen percent of the boys have done work as newsboys. This constitutes about one-tenth of the group. Work as a truck driver has claimed the time of 15.1 percent of the boys. Stenography and work in an office has been done by 12 percent of the girls or 6 percent of the group.
TABLE XXXIX. EXPERIENCE OF 78 STUDENTS WHOSE INTELLIGENCE QUOTIENTS RANGE FROM 104 TO 110, INDICATED IN PERCENT. QUARTILE 3

<table>
<thead>
<tr>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Exp.</td>
<td>6.0</td>
<td>54.4</td>
<td>30.2</td>
<td>Truck Driver</td>
<td>13.1</td>
<td>----</td>
<td>7.5</td>
</tr>
<tr>
<td>Clerk</td>
<td>42.5</td>
<td>3.3</td>
<td>24.2</td>
<td>Steno-Office</td>
<td>----</td>
<td>12.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Farm</td>
<td>36.3</td>
<td>----</td>
<td>18.1</td>
<td>Contractor</td>
<td>3.3</td>
<td>----</td>
<td>1.6</td>
</tr>
<tr>
<td>Home Work</td>
<td>----</td>
<td>21.2</td>
<td>10.6</td>
<td>Factory</td>
<td>----</td>
<td>3.3</td>
<td>4.6</td>
</tr>
<tr>
<td>Newsboy</td>
<td>18.0</td>
<td>----</td>
<td>9.0</td>
<td>Odd Jobs</td>
<td>----</td>
<td>3.3</td>
<td>4.6</td>
</tr>
</tbody>
</table>

In the Table XL, below, the jobs at which the students of Quartile 4 worked are listed. No gainful occupation is shown for 11.1 percent of the boys, 49.9 percent of the girls, or 27.3 percent of the entire group. Thirty-five and a half percent of the boys or 20.8 percent of the group have worked on the farm.

TABLE XL. EXPERIENCE OF 78 PUPILS WHOSE INTELLIGENCE RANKS IN THE UPPER QUARTILE, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Experience</th>
<th>Boy</th>
<th>Girl</th>
<th>Gr</th>
<th>Experience</th>
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<td>6.6</td>
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</table>
The Table XLI, below, is a summary of the experience of the students grouped according to the level of intelligence. It is to be observed that the percentage of the inexperienced students is high. This is to be expected. Thirty-six percent of the Lower half, 29.5 percent of the Upper half, 34 percent of Tertile 1, 45 percent of T2, 23 percent of T3, 31.5 percent of T1, 41.5 percent of Q2, 30.5 percent of Q3, and 27.3 percent of Q4 have not been gainfully employed. The lower limit (23%) is in T3; the upper is in T2 or 48 percent.

### TABLE XLI. SUMMARY OF THE EXPERIENCE OF THE 312 STUDENTS GROUPED ACCORDING TO INTELLIGENCE LEVELS, INDICATED IN PERCENT

<table>
<thead>
<tr>
<th>Experience</th>
<th>L%</th>
<th>U%</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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<td>19.9</td>
<td>22.7</td>
<td>20.0</td>
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<td>20.9</td>
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<td>23.7</td>
<td>17.0</td>
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<td>2.9</td>
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<td>1.3</td>
<td>6.1</td>
<td>7.5</td>
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<tr>
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<td>---</td>
<td>1.9</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>1.3</td>
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<tr>
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<td>.9</td>
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<td>Factory</td>
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<td>1.6</td>
<td>1.3</td>
<td>---</td>
<td>------</td>
</tr>
</tbody>
</table>
Conclusions

The findings relating to the question of experience have been shown in the foregoing tables. These facts that have been revealed lead to the following conclusions:

1. The percentage of inexperienced students is high. This is to be expected in a school population.

2. There is evidence to show that the intelligence groups are well set off from each other in the types of experience that they have had.

3. Students of superior minds have held jobs as clerks, stenographers, office boys, newsboys, and mechanics.

4. Students of lower mentality are satisfied with odd jobs that have to be done about the home.
CHAPTER VI

ATTITUDE TOWARD SCHOOL COURSES

As one has an opportunity to talk with high school students, he soon discovers that certain students select one course in preference to another. As the semester opens, he hears students commit themselves either for or against enrolling in certain courses. Is it the intelligent student that chooses the heavy courses? The answer to this question is the purpose of this chapter.

Table XLIII is prepared to throw light upon the situation as far as 312 high school seniors are concerned. This table is read as follows: 80.6 percent of the boys of Lower one-half like (L) English, 19.4 percent of the boys dislike (D) English. Ninety and seven-tenths percent of the girls of Lower one-half like English; 9.3 percent of the girls do not. Eighty-five percent of the group (Lower one-half) enjoy English 75 percent do not. Twenty-nine percent of the boys of this group like Language; 63 percent of them do not find much pleasure in the study of Language. In the Upper one-half, 71.2 percent of the boys like English; 28.8 percent of them do not like English.
<table>
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<tr>
<th></th>
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</table>
Conclusions

CHAPTER VII

Evidence presented in the foregoing table does not indicated a division between people in regard to their intelligence. There are, however, some noticeable tendencies -

1. History becomes more popular with girls as their intelligence quotients are to be found in the upper levels. In other words, the more intelligent the girl the more interest is shown in history. This does not hold true for the boys.

2. Boys of higher intelligence tend to show more interest in mathematics.

3. Girls enjoy English more than the boys do.

4. Girls are not attracted by science.
Is the desire, often expressed by high school students, to have a college education an indication of superior intelligence? It is a common experience to hear these expressions from different types of students. Some are inclined to a trade education and others are interested in a liberal training. Do students of similar levels of intelligence indicate the same preference toward advanced education?

Table XLI is a tabulation of the responses of these 312 high school seniors relative to the question: Are you going to college? In the lower one-half, 84 percent of the boys, 73.6 percent of the girls, or a total of 78 percent of the group were interested in continuing their education in college. Sixteen percent of the boys, 24.4 percent of the girls, or a total of 22 percent of the group were tired of a formal education. Again, in the upper one-half, 80 percent of the boys, 74 percent of the girls, or a total of 76 percent of the group wanted to go on to college; in contrast to 10.7 percent of the boys, 26 percent of the girls, or a total of 24 percent of the group who were thru their
formal education. The sum of the percentages as they affect one group should be of course 100, but a number of students failed to indicate their choice—hence, a few discrepancies.

**Conclusions.** -- The foregoing facts presented in the Table XLIII point conclusively to the average individual as the one who is interested in a college education. Neither the brilliant nor the dull minded person wants to take up a college career.
## TABLE XLIV. SUMMARY OF CONCLUSIONS

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<th>Superior Intelligence</th>
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</tr>
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</tr>
<tr>
<td>2. Nature Study</td>
<td>2. Sewing</td>
</tr>
<tr>
<td>3. Tennis</td>
<td>3. Hunting</td>
</tr>
<tr>
<td>5. Radio</td>
<td>5. Basketball</td>
</tr>
<tr>
<td>7. Stamp Collecting</td>
<td>7. Cooking</td>
</tr>
<tr>
<td>8. Dramatics</td>
<td>8. Fishing</td>
</tr>
<tr>
<td>10. Drawing</td>
<td>10. Skating</td>
</tr>
<tr>
<td><strong>II. School Activities</strong></td>
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</tr>
<tr>
<td>1. Orchestra</td>
<td>1. Girls Reserve</td>
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<tr>
<td>2. Club Work</td>
<td>2. Sunshine Society</td>
</tr>
<tr>
<td>4. Band</td>
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<tr>
<td>5. Hi-Y</td>
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<td>6. Debating</td>
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<tr>
<td><strong>III. Occupations</strong></td>
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</tr>
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<td>1. Teaching</td>
<td>1. Farming</td>
</tr>
<tr>
<td>4. Law</td>
<td>4. Landscaping-Art</td>
</tr>
<tr>
<td>5. Journalism</td>
<td>5. Aviation</td>
</tr>
<tr>
<td>7. Social Service</td>
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</tr>
<tr>
<td>8. Accountancy</td>
<td></td>
</tr>
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<td>9. Work of Florist</td>
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<tr>
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<td>1. Work about the Home</td>
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<td>2. Newsboy</td>
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<td>Inferior Intelligence</td>
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<tr>
<td>-----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>3. Machinery and Mechanics</strong></td>
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</table>
| **V. Attitude toward School Courses**  
(No criteria to indicate degree of Intelligence) |
| **VI. Attitude toward College Education**  
(No criteria to indicate degree of Intelligence) |

It must be understood that the information submitted in the Table XLIV, above, represents tendencies rather than absolute marks of identification.

Much has been said concerning the intelligence of the basketball player. He has been held before the student-body as the ideal student. A perfectly functioning physique provides a perfectly functioning mind. The regular program of training gives him the exercise which results in the proper physical tone. Since there is the close connection between mind and body, all the mental qualities and processes are stirred. However, in spite of all these opportunities for superior intellectual display, basketball as a hobby is the choice of the lower mental group.

Again, the level of intelligence prompts one to be satisfied with work (experience) about the home. It is the individual of superior intelligence that answers the call
to other fields. Furthermore, it is the superior intellect that pioneers and blazes the new and untrodden trails. One who is satisfied to do the chores does not have, and does not want, the opportunity to meet other people, meet new situations; he evades the opportunities that call for constant adjustment.
GUIDANCE DATA CENSUS

Name


Address


Boy_Girl_Age__ Will graduate in__ H. S. Course

School


Location


What other high schools have you attended?

Parent or guardian


Address


Parents occupation


Place of employment


Is he regularly employed?Yes__ No__ Are both parents living?Yes__ No__ Father__ Mother__

How many older___ brothers and older___ sisters? Do you have any dependents?___

What practical experience, or employment have you had?

Your favorite hobbies: 1.___________________ 2.___________________ 3.___________________

Your school activities: 1.___________________ 2.___________________ 3.___________________

Are you interested in continuing your education? Yes__ No__

By attending college? Yes__ No__ If you do not attend college, what do you plan to do?

If you do attend college, what profession, business or career do you expect to prepare for?

1.___________________ 2.___________________ 3.___________________

Why do you make this selection?

What college or university are you planning to attend to prepare for this vocation?

1.___________________ 2.___________________

Why do you make this selection?

When do you expect to enter college?__________ H. S. Course 19__ Have you made certain that you can meet the requirements for entrance? Yes__ No__

Do your parents want you to go to college? Yes__ No__

Will you be able to meet (all) (part) (none) of your expenses? (Underline one)

Check on the left your attitude toward the following subjects:

Like dislike Average* Like dislike Mathematics Average*

English

Languages

Sciences

*To be filled in by the Principal's Office.
Confidential data: (To be filled in by the principal)

Class standing: Estimated Final Average: Estimated Final

Have the requirements for college entrance been completed? Yes No

Indexes

<table>
<thead>
<tr>
<th>Achievement test record</th>
<th>Intelligence test record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the test</td>
<td>Date given</td>
</tr>
<tr>
<td>Name of the test</td>
<td>Form given</td>
</tr>
</tbody>
</table>


What other personal characteristics have you observed that should be considered?

Should the student be encouraged to attend college? Yes No

What course of study would you recommend?

Do you believe that his circumstances will permit him to attend college?

Should the student be considered for scholarships or financial aid?

Other recommendations:

__________________________
Principal