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Some Characteristics of High School Students and Their Relationships to Later Activities

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Eastern Illinois University

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SOME CHARACTERISTICS OF HIGH SCHOOL STUDENTS AND
THEIR RELATIONSHIPS TO LATER ACTIVITIES
(TITLE)

BY

Duane Carl Greenhalgh

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

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IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

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YEAR

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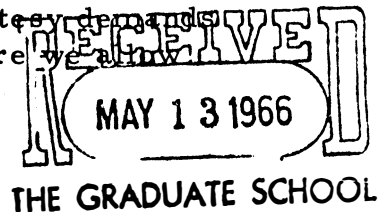
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CHAPTER I

INTRODUCTION

High school students who receive high scores on intelligence tests tend to attain greater achievement in school work and adult life. A greater percentage of these people, known as the gifted or mentally superior, have jobs of higher status, higher lifetime earnings, more advanced education, greater job satisfaction, and better marital adjustment than people in the general population. Research was needed in these areas to determine the reliability of grades in high school in predicting future behavior.

PURPOSE OF STUDY

The purpose of this paper was to determine the relationship between scores on intelligence tests, class rank in high school, and the adult life of the student in terms of occupation, job satisfaction, income, education, participation in civic activities, and geographical location.

DATA

The data used as the basis of this paper was collected from questionnaires mailed to graduates of Petersburg-Harris High School, Petersburg, Illinois. These graduates were chosen, out of a total of 431 from 1951 to 1959, because they were found within a radius of 125 miles of Petersburg. They represented 64.5% of the total number of graduates during this period. Out of a total of 278 questionnaires mailed to those graduates, 118 returned a completed form. The names and addresses of the graduates were taken from the Alumni Bulletin published in 1963 by the Alumni Association. The completed questionnaires represented 42% of the population within the 125-mile radius.

INTELLIGENCE TEST

The intelligence test used was the Otis Mental Measurement Test. It was given to the students during the early part of their freshman year in high school. The Otis test attempts to "measure the thinking power or the degree of maturity of the mind. It tries to measure the effect mental ability has had in enabling the pupil to acquire certain knowledge and mental skill."¹ The test includes questions on vocabulary, arithmetic, and reasoning. Norms used by Otis

were obtained in part by means of equating experiments in which 777 pupils took Gamma and the Otis Higher Examination, 742 pupils took Gamma and Beta, and 1661 pupils took Gamma and the Pintner Advanced General Ability Test.²

CLASS RANK

Class rank was based on the four year grade average, using the standard A, B, C, D, and F classifications. Grades in music, band, physical education, and any activity considered extra-curricular were not included in averages that determined class rank.

POPULATION FACTORS

The population selected was not chosen because of any particular sociological factors. There was no attempt to determine the racial origin of the graduates' parents, ancestors, or relatives. Generally speaking, it could be assumed that the population was a majority of German ancestry with a minority of Scotch-Irish. Southern and Eastern

¹ Manual for the Otis Quick-Scoring Mental Ability Test, Forms C and D, New York: Harcourt, Brace & World, 1939, p. 1.

² Ibid., p. 5.

Europe, Latin America, Asia, and Africa were not represented. The birthplace of the American-born parents and grandparents was in the area of the midwest (Illinois, Iowa, Northern Missouri, Indiana, Southern Michigan, and Western Ohio) and the Upper South (Kentucky, Tennessee, and Northern Arkansas). No attempt was made to determine the occupational and income level of the parents of the graduates. The area around Petersburg was generally known as an agricultural area. The economic status of the graduates' parents could presumably be classified as middle class. Marital adjustment of the parents and the number of siblings were not determined.

LIMITATIONS

Several limitations should be taken into consideration when analyzing the results of this study. In using a questionnaire it is impossible to detect whether the person filling it out is giving false information, consciously or unconsciously. Hoppeck states "the information supplied by alumni may be inadequate or inaccurate because of ambiguous questions, omissions, errors in recall, or intentionally false replies."¹ Some people resent the idea of revealing their income. One person may indicate his gross income while another may indicate net. In expressing his degree of job satisfaction an individual does not usually reveal the source of satisfaction or dissatisfaction. Personal problems or sociological conditions may be the source of anxiety and frustration that colors all aspects of the individual's life, including his job. It is also difficult to cover all aspects of intelligence and interests. There is a likelihood that some may have been missed on the questionnaire.

¹R. Hoppeck, Occupational Information, McGraw-Hill Co., New York, 1957, p. 221.

Other factors not determined were: parents' and grandparents' education, number of gifted siblings, and the history of illness and hereditary diseases and defects. These factors were not considered relevant for the purposes of this study.

CHAPTER II - RELATED RESEARCH

OCCUPATIONS

An exhaustive study and follow-up of gifted children, compared to the general population, was made by Dr. Lewis Terman and his associates from 1920 to 1955. The findings of Dr. Terman and others after him have special significance for the question, on occupations since high school graduation, on the questionnaire sent to the Petersburg High School graduates. Dr. Terman's occupational classification of his gifted children was based on the Dictionary of Occupational Titles. The following classification was used:

- | | |
|-----------|--|
| Group I | Professional |
| Group II | Semi-Professional |
| Group III | Clerical, Skilled Trades
and Retail Business |
| Group IV | Farming and Agricultural
Pursuits |
| Group V | Semi-Skilled Trades and
Clerical |
| Group VI | Slightly Skilled Trades and
other occupations requiring
little training or ability |
| Group VII | Day Laborers, Urban and Rural ¹ |

Terman's study in 1924 of 724 gainfully employed males yielded the following results:

¹L. M. Terman, Genetic Studies of Genius. The Gifted Child Grows Up, Vol. IV, Stanford University Press, 1957, p. 173.

Group I	329	45.44%
Group II	186	25.69%
Group III	150	20.72%
Group V	45	6.22%

Almost half (45%) were employed in the professions. The fewest number (45) and smallest per cent (6.22) was employed in the semi-skilled occupations. A similar study of 299 gifted women made in 1940 indicated that the greatest number and highest per cent of them were in the professions.¹

A comparison of the IQ's of the gifted men with the occupational classification indicated that the tendency to enter the professions increases with the IQ score. Out of a total of 480 gifted individuals 201 with an IQ of 153 or more entered Group I (Professional), 127 with an IQ of 152 entered Group II (Semi-Professional and Higher Business), 109 with an IQ of 150 entered Group III (Clerical, Skilled Trades and Retail Business), and 43 with an IQ of 146 entered Groups IV (Farming) and VI (Slightly Skilled). The gifted women with the highest IQ (151.6) tended to enter professions such as Social Worker, Librarian, Nursing, and Writing followed by those with an IQ of 151.3 entering Office and Business occupations, those with an IQ of 150.3 entering the teaching profession below college level, those with an IQ of 149.6 becoming housewives, and those with an 149.5 IQ in college training or research. The largest number (188) with an IQ of 149.6, out of a total of 291, became housewives.² Such a large number of housewives could have been

¹Ibid., p. 179.

²Ibid., p. 183.

due to our cultural tradition. It has been frowned upon by our society for women to enter the so-called "man's world."

Walter B. Barbe made a study of 456 gifted students that had graduated in Cleveland, Ohio from 1938 to 1952. He found that 123 males and 108 females, who returned his questionnaire, were employed full time. Professional and Managerial occupations were engaged in by 74.8% of the males and 36.1% of the females. The occupation that the largest number of females was employed in was Clerical and Sales which accounted for 66 females or 61.1% of the total. The smallest number and per cent in an occupation was Unskilled which made up .8% of the males and 0% of the females.¹

The studies that have been surveyed indicate that the gifted graduates, both male and female, tended to enter the professional and managerial occupations. Females tended to enter the clerical and sales occupations in greater numbers than males. This high percentage of females in the clerical and sales occupations may reflect the social attitude in our culture that females should not appear to be intellectually oriented.

Silverman and Silverman published an article on Terman's gifted children from a study made in 1945. They were impressed by the high proportion of the gifted who had entered the professional, semi-professional, and business occupations. Their careers included such occupations as lawyers, college professors, engineers, physicians, chemists, authors, newspapermen, artists, and architects.²

¹W. B. Barbe, "Career Achievement of Gifted Students," Personnel and Guidance Journal, 34: 356-9, F'56.

²M. M. Silverman and M. Silverman, "So That's What Happens to Child Prodigies," Saturday Evening Post, 224-32, F'52.

JOB SATISFACTION

The percentage of the gifted who liked their job well and who were promoted sooner than expected was high among the gifted. A very small per cent of the gifted in Cleveland was found to have been promoted later than they expected. Approximately one third of the group was promoted before they expected to be advanced. Almost two-thirds of the group (62%) was promoted about the time they expected. Similar results were found when job satisfaction was indicated in each occupational classification. On the basis of four groups, 28% were completely satisfied, 54% were satisfied with some reservations, 7-8% were equally satisfied and dissatisfied, 9.2% were dissatisfied, and 0.9% were completely dissatisfied.¹

SALARIES

Gifted men tended to receive larger annual incomes than men in the general population. The difference between the incomes of gifted women and those in the general population was not as great as the men. Terman's study, in 1940, indicated that the greatest number of gifted was making \$301-\$350 per month. This was based on 577 men and 203 women. Only one person, a male, was making \$1451-\$1500 per month. The largest number of women was found in the \$101-\$150 category. No women were found receiving incomes of more than \$400 per month. Median salaries for men were \$197.77 per month with \$241.62 as the mean for them. Women's median salary was \$138.35 per month with \$144.96 as

¹W. B. Barbe, "Career Achievement of Gifted Students," Personnel and Guidance Journal, 34: 356-9, F'56.

their mean. On an annual basis, 2.4% of the men and none of the women were above the \$10,000 classification. An annual salary of \$5,000 to \$10,000 was earned by 7.5% of the men and 0.5% of the women.¹

An idea of the earning power of the gifted group can be obtained by comparing them to the general population. A comparison of the gifted with unselected college graduates by Babcock indicated that the gifted were receiving higher salaries. In 1940 those gifted under 30 years of age were making a median annual salary of \$2,177 and those in the 30-39 age range were making \$2,814 annually. Babcock's unselected college graduates under 30 years of age were making a median annual salary of \$1,690. In the 30-39 age range of unselected college graduates, \$2,590 was the median annual salary. Median salaries of high school graduates, ranked by class rank and scores on intelligence tests, indicate similar results twenty years after graduation. Those in the top ten per cent of the class ranged from \$4,600 per year (33 cases) for those with no post high school education to \$7,100 per year (452 cases) for those who had one college degree or more. The average students, 71-80 percentile, showed a similar progression. Those making \$4,800 per year (51 cases) had no further education after high school. Those with one or more college degree (201 cases) were making \$6,500 per year as a median salary. In the lowest percentile range (1-60), 154 graduates with no post high school training made \$4,600 as an annual salary (this was the same as those in the 61-70 and 81-90 percentile range). There were 219 graduates with one or more college degrees receiving \$5,700 per year.² Similar results were obtained from a study

¹L. M. Terman, Genetic Studies of Genius. The Gifted Child Grows Up, Vol. IV, Stanford University Press, 1947, p. 184.

²Ibid., p. 195.

of the median salaries of Minnesota men, with intelligence scores held constant. For those in the highest 20 per cent of their class, the salary range was from \$4,000 (0 cases) with no further education to \$6,300 (171 cases) with one or more college degrees. The next 35 per cent contained 33 graduates with no further education receiving \$4,500 per year. Salaries increased with education up to \$6,100 per year for 197 graduates with one or more college degrees. In the bottom 45 per cent those with no further education (57 graduates) were receiving \$4,300 per year. Those graduates (191) receiving \$5,200 per year had obtained one or more college degrees. Those figures were based on 2500 Rochester, New York, and 5000 Minnesota male graduates.¹

Silverman and Silverman state that, after 25 years, Terman's gifted students' "average income was about 70 per cent greater than that of the average American male of the same age."²

EDUCATION

Students with higher intelligence tend to go on to higher education, get degrees and obtain more advanced degrees in greater numbers than do members of the general population. In a follow-up study of the graduates in Illinois, Minnesota, and Rochester, New York, Wolfle and Smith found that as the class rank decreased the number of graduates attending technical school, college and obtaining one college degree or more decreased. Out of a total of 1383 graduates in the 81-100

¹D. L. Wolfle and J. G. Smith, "Occupational Value of Education for Superior High School Graduates," Journal of Higher Education, 27: 201-12, Ap. '56.

²M. M. Silverman and M. Silverman, "So That's What Happens to Child Prodigies," Saturday Evening Post, 224-32, F'2, '52.

percentile range, 21 did not go to college, 24 went to a technical school, 42 went to college, and 83 obtained one college degree. The number in each category decreased proportionally in the lower percentile ranges. In the lowest range (1-40), out of a total of 353, 13 did not continue their education, 19 went to a technical school, 30 attended college, and 72 received one college degree or more.¹

The IQ range of the male graduates in Minnesota indicated a similar pattern. Those who scored in the top 20 per cent on intelligence tests went to college and technical schools in greater numbers and received more degrees than those in the next 35 per cent range and the bottom 45 per cent range. In the highest 20 per cent range, 22 did not go on to any formal training, 17 went to a technical school, 39 attended college, and 83 obtained one college degree or more. In the next 35 per cent range, 28 did not continue their education, 30 went to a technical school, 39 attended college, and 54 obtained one degree or more. The bottom 45 per cent contained 10 who did not continue their education, 20 who went to a technical school, 38 who attended college, and 77 who obtained one degree or more.²

Silverman and Silverman point out the fact that a majority of the gifted graduate from college, "Roughly 88 per cent of the termites (gifted) had entered college and 68 per cent had been graduated, nearly half with high honors."³ Many of the gifted who flunked out of college, usually because of emotional or financial problems, returned and graduated.

¹D. L. Wolfe and J. G. Smith, "Occupational Value of Education For Superior High School Graduates," Journal of Higher Education, 27: 201-12, Ap. '56.

²Ibid.

³M. M. Silverman and M. Silverman, "So That's What Happens to Child Prodiges," Saturday Evening Post, 224-32, F'2, '56.

Significant differences between graduates in the general population and gifted graduates can be found in the number of years they continue their formal education after high school. A follow-up of the graduates in Oregon and Wisconsin, of the class of 1954, made in 1957, indicated fewer graduates in the general population continue their education. In Oregon over one-half of the 3770 who had entered or attended college dropped out. Those who had attended or were attending business, vocational and technical schools contained 12% of these furnishing information.¹ In early 1958 a follow-up study of the Wisconsin graduates of 1957 was made by J. K. Little. His study indicated that the top 30% of the graduating class planned to go to college, more than any other group.

Students who did not have scholastic aptitude equivalent to the top one-third of their classmates, who had not had considerable success in their high school studies, and who had not found high school studies stimulating were not seeking further education.²

Hand's study of Illinois graduates indicated that the number of graduates that continued their education decreased with their IQ. The number of graduates that entered gainful employment or became full-time homemakers increased as the IQ decreased.³

¹G. W. Weaver and W. Bear, "Follow-up Survey of High School Graduates," Nat'l. Assoc. Sec. Sch. Prin. Bul., 44: 69-72, F'60.

²J. K. Little, "Wisconsin Study of High School Graduates," Educational Record, 40: 123-8, Ap. '59, p. 124.

³H. C. Hand, "What Becomes of the Graduates of Illinois," Illinois Education, 49: 107-8, N860, p. 108.

AVOCATIONAL INTERESTS

Avocational interests and civic participation tends to increase with IQ and class rank. In Terman's group of gifted children, 661 males and 535 females, 10.9% of the males and 14.9% of the females, were in no activities. The greatest number of males (31.9%) participated in two avocational interests. The same was true of females with 23.2% of them participating in outside activities. A follow-up study of the graduates of Lindbloom High School (Chicago) indicated that participation and leadership in extra-curricular activities carry over into adult life. The number of leadership positions held was compared in high school, college, and in the community between leaders and non-leaders. In high school the leaders held 7.9% of the leadership positions as compared to 0.9% of the non-leaders. In college the leaders held 5.9% of the positions; the non-leaders held 1.3% of the positions. This trend continued in the community with the leaders occupying 4.7% of the positions and the non-leaders holding 1.1% of them.¹

Follow-up studies of leaders in high school compared with scholars and random graduates indicate that the leaders experience more success in adult life. They ranked higher in income than the random students and the scholars. This conclusion should be qualified by pointing out that income is not always the most important measure of success. Personal satisfaction and status are two other criteria used by some to measure success. Crowley's study of the top 48 men and 59 women, out of 485 graduates, supported Terman's contention that the gifted leaders

¹M. E. Courtenay, "Persistence of Leadership," School Review, 46: 97-107, 1938, p. 308.

and top income earners are generally in the same category. In comparing the leaders in high school with the non-leaders, he found significant differences in their incomes. The mean monthly income of all graduates was \$94.37 for men and \$63.17 for women.¹

Barbe's gifted graduates indicated that they were socially adjusted in greater numbers than the average graduate. A majority of both sexes reported better than average social adjustment. The percentages of below average and poor social adjustment were very low.²

MARRIAGE

Babcock's unselected graduates were compared to Terman's gifted graduates to determine the difference in marital status. Under 30 years of age 35% of the men and 33.6% of the women in the unselected group were married. For the gifted group under 30 years of age 56.6% of the men and 68.7% of the women were married. In the 30-39 age range more men were married than women. In the unselected group 77.4% of the men and 59.9% of the women were married. The gifted group contained 85.6% of the men and 76.3% of the women who were married. In both age ranges more of the gifted were married than the unselected group.³

Since more of those graduates with high IQ's go to college and the divorce rate is inversely proportional to the number of years of education, a relationship may exist between intelligence and marital status. The divorce rate was highest for the non-college graduate and

¹J. J. Crowley, "Do Students Excel After Graduation," California J. Soc. Edu., 16: 167-170, 1961.

²W. B. Barbe, "What Happens to Graduates of Special Classes for the Gifted," Educational Research Bulletin, 36: 13-16, Jan. '57.

³L. M. Terman, Genetic Studies of Genius. The Gifted Child Grows Up. Vol. IV, Stanford University Press, 1947,

the graduate with one year of college, the trend was downward for those who had attended, but never graduated, to those who had graduated from college. The gifted students reported their marital adjustment as good. Above average marital adjustment was reported by over three-fourths of the gifted.¹

GEOGRAPHICAL LOCATION

Contrary to popular opinion, a majority of high school graduates tend to remain within a radius of 125 miles from the school they graduated from. Weaver and Bear found that 52% of the high school graduates in Oregon were still located in the county that they graduated in three years after graduation. Another 9% of the graduates could be found in the adjoining counties.²

SUMMARY

From a survey of the research relevant to the topic of this paper, several conclusions may be reached. High school graduates, with high scores on intelligence tests, who rank high in their class tend to enter the professions and semi-professional occupations. Slightly fewer gifted women enter those occupations because of our cultural tradition. Gifted graduates do not enter the skilled and unskilled occupations in as great numbers as the average and slow learner. The gifted tend to show a high rate of job satisfaction. Incomes of the gifted men are higher than of men in the general population. The incomes

¹W. B. Barbe, "What Happens to Graduates of Special Classes for the Gifted," Educational Research Bulletin, 36: 13-16, Ja. '57.

²G. W. Weaver and W. Bear, "Follow-up Survey of High School Graduates," Nat'l. Assoc. Sec. Sch. Prin. Bul., 44: 69-72, F '60.

of gifted women do not differ greatly from those of women in the general population. Many women are stimulated, probably by cultural tradition, to enter the clerical field. Gifted students tend to go on to higher education in greater numbers and obtain degrees (including advanced) than do graduates in the middle and lower third of their class. Extracurricular activities and leadership in high school tend to carry over into adult life. Gifted graduates tend to marry earlier and remain married longer than graduates in the general population.

CHAPTER III

CHARACTERISTICS OF HIGH SCHOOL GRADUATES

Men and women were compared separately. Each sex was compared on the basis of IQ and class rank. Intelligence scores of the graduates completing questionnaires ranged from 78 to 121. This range was divided into 3 categories. The low range was 90 and below. The middle range was from 91 to 100. All graduates with an IQ of 101 and above were in the high range. For the men there were 15 in the low range, 28 in the middle range, and 11 in the high range. The women's group contained 11 in the low range, 25 in the middle range, and 22 in the high range. There was a total of 54 men and 58 women who were compared by intelligence. The graduates were divided into three groups based on their academic rank in their class. For the men there were 25 in the lower third, 21 in the middle third, and 12 in the upper third. For the women there were 10 in the lower third, 23 in the middle third, and 27 in the upper third. There was a total of 58 men and 50 women who were compared by class rank.

OCCUPATIONS

The Dictionary of Occupational Titles was used as the basis for classifying jobs. The major classifications were Professional and Managerial; Semi-Professional; Managerial and Official; Clerical and Sales; Service; Agriculture, Fishing, and Forestry; Skilled; Semi-Skilled; and Unskilled. In addition, the number of women who had been married housewives since graduation were indicated in a special category.

Men in the highest IQ range and in the upper third of their class tended to enter Semi-Professional, Managerial and Official, and Clerical and Sales occupations more than any other since graduation. The highest percentage of men entering the Professional and Managerial occupations was in the 90 and below IQ range and in the lower third group. These men graduates in the two lower IQ ranges and in the lower two-thirds of their class tended to enter the Service, Agriculture, Fishing, and Forestry, Skilled, and Semi-Skilled occupations more than those in the upper IQ range and upper third group. In the Unskilled occupations those graduates in the 91-100 range and middle third of their class were the largest groups. Clerical and Sales and Managerial and Official occupations had been entered by the highest percentage of those graduates in the 101 and above IQ range and the upper third group. In the 91-100 range the highest percentage of graduates had entered the Skilled occupations. On the basis of class rank the highest percentage of those in the middle third had entered the Unskilled occupations. In the lower third group graduates had entered Agriculture, Fishing, and Forestry, Skilled, Semi-Skilled and Unskilled in the highest percentages. Clerical and Sales were entered by more of the upper third group than by the other two groups.

Women in the 101 and above IQ range and in the upper third group tended to enter the Professional and Managerial, Managerial and Official, and Clerical and Sales occupations in greater percentages than those graduates in the lower two IQ ranges and lower two-thirds of their class. The highest percentage of women, based on IQ and class rank, had entered the Clerical and Sales occupations. The highest percentage of women to become housewives was in the 90 and

TABLE 1
OCCUPATIONS

OCCUPATIONAL CLASSIFICATION	MEN						WOMEN					
	IQ			CLASS RANK			IQ			CLASS RANK		
	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third
	%	%	%	%	%	%	%	%	%	%	%	%
PROFESSIONAL AND MANAGERIAL	26.6	3.6	0	20	0	0	0	12	27.3	10	8.7	41
SEMI-PROFESSIONAL MANAGERIAL AND OFFICIAL CLERICAL AND SALES	0	0	18.1	0	9.5	0	0	8	0	0	4.3	0
	0	21.4	54.5	24	19.1	33.3	0	0	4.5	0	0	3.7
	6.7	28.6	45.5	12	33.3	66.6	145.5	104	86	100	135	81
SERVICE	20	0	0	4	0	0	0	4	4.5	0	4.3	0
AGRICULTURE, FISHING & FORESTRY	60	28.6	27.2	32	38.9	5	0	0	0	0	0	0
SKILLED	26.6	42.9	18.1	32	28.6	8.3	0	0	0	0	0	0
SEMI-SKILLED	13.3	25	9.1	32	14.3	16.6	0	0	0	0	0	0
UNSKILLED	13.3	35.7	27.2	32	42.8	16.6	0	0	4.5	0	4.3	0
HOUSEWIFE	0	0	0	0	0	0	18.1	0	9.1	20	0	11
	N=15	N=28	N=11	N=25	N=21	N=12	N=11	N=25	N=22	N=10	N=23	N=27

below IQ range and in the lower third group. In the Unskilled occupations the highest percentage of graduates was found in the 101 and above IQ range and in the middle third of their class. Many of these graduates may have taken those jobs for a limited time or on a part-time basis.

LENGTH OF JOBS

Men in the upper two IQ ranges and in the upper two thirds of their class tended to have kept the same job 0-4 years and 5-9 years more than those in the lowest IQ range and lower third of their class. The highest percentage of those graduates in a job 10-15 years was in the 90 and below IQ range and lower third group. This could be attributed to the fact that those graduates with the higher IQ's and higher class rank tended to continue their education in greater numbers than the lower groups. In the 5-9 year range those graduates in the 91-100 IQ range and middle third of their class were found in higher percentages than in the other two groups.

More women graduates in the 101 and above IQ range held the same job for 10-15 years than in the other two groups. The women graduates in the two lower IQ ranges held the same job 5-9 years, slightly more than the 101 and above group. The highest percentage of women graduates to keep the same job 0-4 years was found in the 90 and below IQ range. On the basis of class rank, the highest percentage to have held a job 10-15 years and 0-4 years was in the middle third of their class. The highest percentage of those graduates holding the same job for 5-9 years was found in the lower third of their class.

TABLE 2
LENGTH OF JOBS

YEARS	MEN						WOMEN					
	IQ			CLASS RANK			IQ			CLASS RANK		
	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third
	%	%	%	%	%	%	%	%	%	%	%	%
0 - 4	80	92.9	118	92	94.8	100	109	72	72.7	50	108.7	77.7
5 - 9	20	60.7	45.5	32	57.6	50	36.4	36	31.8	50	30.4	33.3
10 - 15	46.7	25	27.3	36	23.8	33.3	0	12	18.2	0	17.4	14.8
	N=15	N=28	N=11	N=25	N=21	N=12	N=11	N=25	N=22	N=10	N=23	N=27

JOB SATISFACTION

The highest percentage of men who liked their jobs well and who disliked their jobs was found in the 91-100 IQ range. Those graduates who liked their jobs mildly represented a higher percentage of the 101 and above IQ range than the other two ranges. The highest percentage of men graduates who disliked their jobs was found in the 90 and below IQ range. On the basis of class rank, more of the middle third liked their jobs well than those in the lower and upper third. More of the graduates in the upper third of their class liked their jobs mildly than those in the other two groups. Again, the highest percentage of those graduates who disliked their jobs was found in the lower third group.

A pattern similar to the job satisfaction of men was found among the women graduates. The highest percentage of graduates who had liked their jobs mildly was found in the 90 and below IQ range. But those graduates in the 90 and below IQ range liked their jobs well in higher percentages than in the other two groups. More of those graduates in the middle third group liked their jobs well than those in the lower and upper thirds. More of those graduates in the upper third of their class liked their jobs mildly than in the two lower groups. The highest percentage of graduates who disliked their jobs was in the middle third group.

PROMOTIONS

The percentage of those men graduates who were promoted sooner than expected increased as the IQ and class rank increased. Those men

TABLE 3

JOB SATISFACTION

LIKED THEIR JOBS	MEN						WOMEN					
	IQ			CLASS RANK			IQ			CLASS RANK		
	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third
	%	%	%	%	%	%	%	%	%	%	%	%
WELL	127	128.5	118.1	136	147.6	125	127.3	108	104.5	80	147.8	88.8
MILDLY	33.3	50	81.8	36	33.3	66.6	9.1	20	22.7	20	17.4	37
DISLIKED THEIR JOB	6.7	7.1	0	16	4.8	0	9.1	0	0	0	4.3	0
	N=15	N=28	N=11	N=25	N=21	N=12	N=11	N=25	N=22	N=10	N=23	N=27

TABLE 4

PROMOTIONS

PROMOTIONS ON THE JOB	MEN						WOMEN					
	IQ			CLASS RANK			IQ			CLASS RANK		
	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third
	%	%	%	%	%	%	%	%	%	%	%	%
SOONER THAN EXPECTED	13.3	21.4	45.5	16	19.1	41.6	27.2	24	13.6	10	34.8	18.5
ABOUT THE TIME EXPECTED	6.6	32.1	18.1	24	28.6	16.6	27.2	40	45.5	20	30.4	44.4
LATER THAN EXPECTED	20	17.9	0	20	14.3	0	0	4	0	10	4.3	0
NOT PROMOTED	33.3	0	9.1	20	9.5	0	27.2	12	9.1	20	21.7	3.7
DID NOT APPLY	13.3	28.6	18.1	16	23.9	41.6	0	0	0	0	0	18.5
DID NOT INDICATE	13.3	0	0	4	4.8	0	0	16	13.6	20	0	14.8
	N=15	N=28	N=11	N=25	N=21	N=12	N=11	N=25	N=22	N=10	N=23	N=27

graduates in the 91-100 IQ range and middle third of their class were promoted about the time expected more than those in the other two groups. The highest percentages of the graduates who were promoted later than expected were in the lower IQ and class rank groups. More of those graduates not promoted were found in the 90 and below IQ range and in the lower third of their class.

The highest percentage of women who were promoted sooner than expected was found in the 90 and below IQ range and middle third of their class. For those graduates who were promoted about the time expected, the percentage increased as the IQ and class rank increased. The lowest percentage of graduates who were promoted later than expected and not promoted was in the 101 and above IQ range and upper third of their class.

ANNUAL SALARIES

More men graduates with higher IQ's received higher annual salaries (\$10,000 or above) than those graduates in the two lower IQ ranges. The highest percentage of those in the 90 and below IQ range were receiving \$5,000-\$7,499. An equal number of graduates in the 91-100 IQ range were receiving \$5,000-\$7,499 and \$7,500-\$9,999 annually. None of the men were receiving less than \$2,999 per year. On the basis of class rank, more of these graduates were receiving \$5,000-\$7,499 than in the other two groups. The highest percentage of the graduates receiving \$7,500-\$9,999 was in the upper third group. More of the graduates in the middle third of their class were making \$10,000 and above than in the lower third. The greatest number of graduates receiving \$3,000-\$4,999 was in the middle third group.

TABLE 5

SALARIES

ANNUAL SALARIES	MEN						WOMEN					
	IQ			CLASS RANK			IQ			CLASS RANK		
	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third
	%	%	%	%	%	%	%	%	%	%	%	%
BELOW \$2999	0	0	0	0	0	0	9.1	4	9.1	20	8.7	3.7
\$3000 - \$4999	26.6	14.3	9.1	12	19.1	16.6	18.1	8	36.3	20	13	25.9
\$5000 - \$7499	60	39.3	45.5	52	47.6	41.6	18.1	8	13.6	0	17.4	18.5
\$7500 - \$9999	13.3	39.3	27.2	32	19.1	41.6	0	0	0	0	0	0
\$10,000+	0	7.1	18.1	4	14.3	0	0	0	0	0	0	0
	N=15	N=28	N=11	N=25	N=21	N=12	N=11	N=25	N=22	N=10	N=23	N=27

A higher percentage of the women graduates in the 101 and above IQ range were making \$3,000-\$4,999 than in the other two groups. The 91-100 IQ range contained the lowest percentage of women graduates receiving below \$2,999 annually. The two lower IQ ranges were equal in the number and percentages of graduates receiving \$3,000-\$4,999 and \$5,000-\$7,499 annually. Women graduates in the 90 and below IQ range represented the highest percentage of women receiving \$5,000-\$7,499 annually. None of the women were receiving over \$7,500 per year. As the class rank of the women graduates increased, the percentage of those receiving the higher salaries increased. The lowest percentage of graduates receiving below \$2,999 annually was in the upper third group.

EDUCATION

As the IQ of the men increased, the number of graduates who did not continue their education decreased. More graduates in the 101 and above IQ range started to college, but did not finish and obtained one college degree or more than in the other two groups. The highest percentage of the graduates attending a technical, trade, and business school was in the 91-100 IQ range. None of the men indicated any intention to continue their education. The class rank of the men graduates increased as the number continuing their education increased. The highest percentage of graduates obtaining one college degree or more was in the upper third group. This group also contained the highest percentage of graduates who started college but did not finish. Graduates in the lower third of their class attended a technical, trade, and business school more than in the other two groups.

TABLE 6

EDUCATION

POST HIGH SCHOOL EDUCATION	MEN						WOMEN					
	IQ			CLASS RANK			IQ			CLASS RANK		
	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third
	%	%	%	%	%	%	%	%	%	%	%	%
DID NOT CONTINUE	73.3	64.3	45.5	72	52.4	41.6	63.3	72	50	100	69.6	44.4
TECHNICAL SCHOOL	6.7	17.9	0	16	9.5	8.3	18.1	16	18.2	0	17.4	14.8
STARTED BUT DID NOT FINISH	20	25	27.2	12	28.6	41.6	0	12	18.2	0	13.0	18.5
ONE COLLEGE DEGREE OR MORE	6.7	0	27.2	4	4.8	16.6	0	8	13.6	0	0	18.5
INTEND TO CONTINUE	0	0	0	0	0	0	9.1	4	4.5	0	0	7.4
	N=15	N=28	N=11	N=25	N=21	N=12	N=11	N=25	N=22	N=10	N=23	N=27

More of the women graduates in the 91-100 IQ range did not continue their education after high school. All three IQ groups attended a technical, trade, and business school in about equal percentages. The largest number of women who started but did not finish college was in the 101 and above IQ range. The highest percentage of the women graduates receiving one college degree or more was in the 101 and above IQ range. More in the 90 and below IQ range intended to continue their education than in the other two groups. On the basis of class rank, the percentage of these women graduates who did not continue their education decreased as class rank increased. A technical, trade, and business school was attended by a higher percentage of the middle third of the class than in the other two groups. The upper third contained more graduates who started but did not finish college and who had obtained one college degree or more than in the two lower groups. More of the upper third indicated intention to continue their education than the middle and lower third groups.

EXTRA-CURRICULAR ACTIVITIES

Those men graduates with the highest IQ's were in more activities (percentage-wise) than the other two groups. The middle IQ range (91-100) contained the highest percentage of graduates in 5-9 activities. A higher percentage of the 101 and above IQ group were in 0-4 activities than of the other two groups. The highest percentage of graduates who had been in 10-15 activities was in the upper third group. More of these graduates in the lower third of their class were in 5-9 activities than in the other two groups. The same was true of those in 0-4 activities.

TABLE 7

EXTRACURRICULAR ACTIVITIES

ACTIVITIES	MEN						WOMEN					
	IQ			CLASS RANK			IQ			CLASS RANK		
	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third
	%	%	%	%	%	%	%	%	%	%	%	%
0 - 4	33.3	14.3	36.4	32	19.1	25	18.1	12	4.5	20	17.4	3.7
5 - 9	33.3	50	18.1	54	33.3	25	63.0	44	22.7	50	39.0	33.3
10 - 15	26.6	17.9	27.2	8	28.6	41.6	9.1	36	59.1	20	30.4	59.3
16+	0	0	0	0	0	0	0	0	0	0	4.3	0
	N=15	N=28	N=11	N=25	N=21	N=12	N=11	N=25	N=22	N=10	N=23	N=27

Women were similar to men in that more were in 10-15 activities in the 101 and above IQ range than in the other two groups. Those in the low IQ range contained a higher percentage who were in 5-9 activities than in the upper two ranges. The trend continued for those in 0-4 activities. Participation in 0-4 and 5-9 activities decreased as class rank increased. The opposite relationship existed for those participating in 10-15 activities.

CIVIC ACTIVITIES SINCE HIGH SCHOOL

Most of the men and women graduates have been in 0-4 activities since high school graduation. The highest percentage of those men graduates in 0-4 activities was in the 90 and below IQ range. None of the graduates in the low and high IQ ranges were in 5-9 activities. The 91-100 IQ range contained 3.6% who were in 5-9 activities. More men participated in 0-4 activities as their class rank increased. Again the highest percentage of men in 5-9 activities was in the middle third group.

The IQ's of women increased as their participation in 0-4 activities increased. Those in the 101 and above IQ range were in 5-9 and 10-15 activities more than those in the two lower ranges. On the basis of class rank a higher percentage in 0-4 activities was found in the middle third of their class. Again those in the upper third of their class were in 5-9 and 10-15 activities in greater percentages.

OFFICES IN HIGH SCHOOL

Under both criteria, IQ and class rank, a higher percentage of men held 1-4 offices than those in the two lower groups. Based on IQ's,

TABLE 8

CIVIC ACTIVITIES SINCE HIGH SCHOOL

ACTIVITIES	MEN						WOMEN					
	IQ		CLASS RANK				IQ		CLASS RANK			
	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third
	%	%	%	%	%	%	%	%	%	%	%	%
0 - 4	93.3	57.2	81.8	60	66.6	75	45.5	64	68.1	50	78.3	70.4
5 - 9	0	3.6	0	0	4.8	0	0	0	4.5	0	0	3.7
10 - 15	0	0	0	0	0	0	0	0	4.5	0	0	3.7
16+	0	0	0	0	0	0	0	0	0	0	0	0
	N=15	N=28	N=11	N=25	N=21	N=12	N=11	N=25	N=22	N=10	N=23	N=27

TABLE 9
OFFICES IN HIGH SCHOOL

OFFICES	MEN						WOMEN					
	IQ			CLASS RANK			IQ			CLASS RANK		
	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third
	%	%	%	%	%	%	%	%	%	%	%	%
1 - 4	40	21.4	54.4	20	33.3	50	18.1	28	59.1	20	30.4	51.9
5 - 9	0	3.6	0	0	0	8.3	0	8	4.5	0	0	7.4
	N=15	N=28	N=11	N=25	N=21	N=12	N=11	N=25	N=22	N=10	N=23	N=27

the greatest number of graduates in 5-9 offices was in the 91-100 range. Under the class rank classification more of those graduates in the upper third of their class held 5-9 offices than in the lower two groups.

More women in the upper two IQ ranges and upper two-thirds of their class were in 1-4 offices than in the lower ranges. Participation in 5-9 offices increased as the IQ and class rank of women increased.

OFFICES SINCE HIGH SCHOOL

The number of men graduates in 1-4 offices decreased as the IQ increased. The opposite relationship was true under class rank. Their class rank increased as the number of graduates in 1-4 offices increased. None of the men graduates had held 5-9 offices.

The percentage of women in 1-4 offices increased as IQ and class rank increased. The highest percentage of women in 5-9 offices was found in the 101 and above IQ range.

YEARS IN ORGANIZATIONS

The highest percentage of men graduates in organizations 0-4 years was in the 101 and above IQ range. Membership in organizations 5-9 years was highest for those in the lowest IQ range. Class rank increased with percentage of men graduates in organizations 0-4 years. The same relationship was true for those men who had been in organizations 5-9 years. The highest percentages of men in organizations 10-15 years was in the 91-100 IQ range and upper third of their class.

TABLE 10

OFFICES SINCE HIGH SCHOOL

OFFICES	MEN						WOMEN					
	IQ			CLASS RANK			IQ			CLASS RANK		
	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third
	%	%	%	%	%	%	%	%	%	%	%	%
1 - 4	40	28.6	27.2	32	33.3	58.3	27.2	28	59.1	0	34.8	44.4
5 - 9	0	0	0	0	0	0	0	0	4.5	0	0	0
	N=15	N=28	N=11	N=25	N=21	N=12	N=11	N=25	N=22	N=10	N=23	N=27

TABLE 11
YEARS IN ORGANIZATION

YEARS	MEN						WOMEN					
	IQ			CLASS RANK			IQ			CLASS RANK		
	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third
	%	%	%	%	%	%	%	%	%	%	%	%
0 - 4	73.3	64.2	90.1	20	66.6	83.3	27.2	52	136.4	10	74	1.22
5 - 9	46.7	35.7	18.1	28	42.8	50	9.1	28	59.1	40	30.4	37
10 - 15	0	3.6	0	0	0	8.3	0	8	41.0	0	17.4	7.4
16+	0	0	0	0	0	0	0	0	0	0	0	0
	N=15	N=28	N=11	N=25	N=21	N=12	N=11	N=25	N=22	N=10	N=23	N=27

The percentage of women graduates in organizations increased as IQ increased. Under class rank the highest percentage of these women graduates in organizations 0-4 years was in the upper third group. The middle third group contained the highest percentage of graduates in organizations 10-15 years.

YEARS MARRIED

The lowest number of single graduates was in the 101 and above IQ range. It contained the highest percentage of those graduates married 10-15 years. Those graduates in the 90 and below IQ range contained the highest percentage of those graduates married 5-9 years. On the basis of class rank, more of the men graduates in the middle third group were single or married 1-4 years than those in the lower and upper third of their class. The highest percentage of these men married 5-9 years was in the lower third of their class. The upper third group contained the highest percentage married 10-15 years.

A higher percentage of the women graduates in the 90 and below IQ range was not married than in the other two groups. The lowest and highest IQ ranges were equal (percentage-wise) for those graduates married 1-4 years. The greatest number of women graduates married 5-9 years was in the 91-100 IQ range. A higher percentage was found in the 90 and below IQ range who had been married 10-15 years than in the other two groups. The women graduates in the lower third of their class were married in greater percentages 10-15 years than in the other two groups. The percentage of those graduates married 5-9 years was about equal for the lower and upper thirds of their class. The percentage of those graduates who had been married 1-4 years and those who were single was about equal for the upper third group.

TABLE 12
YEARS MARRIED

YEARS	MEN						WOMEN					
	IQ			CLASS RANK			IQ			CLASS RANK		
	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third
	%	%	%	%	%	%	%	%	%	%	%	%
Single	13.3	10.7	9.1	4	23.8	8.3	18.1	8	13.6	0	17.4	14.8
1 - 4	13.3	21.4	27.2	16	23.8	16.6	9.1	8	9.1	10	0	14.8
5 - 9	60	57.1	45.5	64	42.8	58.3	36.4	54	45.5	50	30.4	51.9
10 - 15	13.3	10.7	18.1	16	9.5	16.6	36.4	24	27.3	40	39	18.5
	N=15	N=28	N=11	N=25	N=21	N=12	N=11	N=25	N=22	N=10	N=23	N=27

GEOGRAPHICAL LOCATION

The percentage of men graduates living within 10 miles of Petersburg decreased as IQ and class rank increased. The opposite relationship was true, except for the middle third of the class, for those graduates living within 50 miles of Petersburg, but over 10 miles away. The highest percentage of those men graduates living over 50 miles, but within 125 miles of Petersburg was in the 91-100 IQ range and middle third group.

More women in the 101 and above IQ range lived within 10 miles of Petersburg than the other two groups. The same was true for those living over 10 but within 125 miles away. The highest percentage of those women graduates living within 50 miles of Petersburg (but over 10) was in the 91-100 IQ range. The middle third group contained the highest percentage of those women graduates living within 10 miles and those living between 10 and 50 miles from Petersburg. More of the upper third group lived from 50 to 125 miles away than in the other two groups.

TABLE 13
GEOGRAPHICAL LOCATION

	MEN						WOMEN					
	IQ			CLASS RANK			IQ			CLASS RANK		
	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third	90 and Below	91-100	101+	Lower Third	Middle Third	Upper Third
	%	%	%	%	%	%	%	%	%	%	%	%
10 Miles	93.3	82.1	72.7	84	81.9	66.6	81.8	72	96	80	82.6	77.7
50 Miles	6.6	7.1	27.2	8	4.8	25	18.1	20	0	10	13	7.4
125 Miles	0	10.7	0	8	9.5	8.3	0	8	4.5	10	4.3	14.8
	N=15	N=28	N=11	N=25	N=21	N=12	N=11	N=25	N=22	N=10	N=23	N=27

CHAPTER IV

SUMMARY AND RECOMMENDATIONS FOR FURTHER STUDY

The men who graduated from Petersburg High School with the higher IQ's and who ranked in the upper two-thirds of their class tended to enter the Managerial and Official and Clerical and Sales occupations. The two lower IQ and class rank groups entered Agriculture, Fishing, and Forestry in greater numbers than the upper groups. Generally speaking, the men graduates in the two lower IQ and class rank groups tended to enter the Skilled, Semi-Skilled, and Unskilled occupations.

Women in the upper third of their class and in the 101 and above IQ range tended to enter the Professional and Managerial, Managerial and Official, and Clerical and Sales occupations. Service occupations were entered mostly by the women graduates in the middle groups under each criterion. Women, in all groups, were in Clerical and Sales occupations more than in any other occupation. Both criteria predicted occupations equally well.

The number of years men graduates held jobs showed a consistent pattern under either criterion. The percentage of men graduates increased as IQ and class rank increased, for those holding jobs 0-4 years. Under both criteria the percentage of men graduates was highest for those in the middle range holding the same job 5-9 years. The middle range, under both criteria, contained the lowest percentage of men in jobs 10-15 years. Either criterion predicted the length of jobs equally well for men.

Those women in the upper ranges of IQ and class rank were in jobs 0-4 years more than those women in the lower groups. Both criteria indicated that more women in the upper groups, 101 and above IQ and upper third of their class, stayed in jobs longer than those in the two lower groups. The length of jobs for men and women was predicted equally well by IQ and class rank. The categories that indicated more than 100% merely reflect the fact that some of the graduates held more than one job since graduation.

A consistent pattern could be seen in job satisfaction for men under either criterion. The middle group, 91-100 IQ and middle third, represented the largest percentage of graduates who liked their jobs well. Either criterion indicated that the greatest number of men graduates who disliked their jobs was in the lowest range.

Both criteria indicated that the two upper IQ and class rank groups, for women, liked their jobs better. More of the lower IQ and class rank groups disliked their jobs than the two upper groups. Either criterion predicted job satisfaction equally well for the men but not for the women. IQ scores predicted job satisfaction better than class rank for the women.

The IQ and class rank of the men indicated that the highest percentage who were promoted sooner than expected was in the upper categories. The lowest IQ and class rank categories contained the largest number of graduates who had not been promoted.

Both criteria indicated that more of the women in the upper two groups were promoted about the time expected than in the lower groups. The highest percentage of those graduates who had not been promoted was in the 90 and below IQ range and the lower third group. Both criteria predicted job satisfaction equally well for men and women.

The lowest percentage of men receiving \$3,000-\$4,999 annually was in the 101 and above IQ range. The highest percentage receiving \$10,000 and above was in the 101 and above IQ range. Generally speaking, as class rank increased, salaries increased for the men. More of the graduates in the upper third of their class were receiving \$7,500-\$9,999 than in the lower two-thirds of their class. A more consistent pattern of the salaries of men was shown by their IQ's than class rank.

The greatest number of women who had worked received \$3,000-\$4,999 when classified by IQ. Their salaries were not predicted very well by IQ. The number of women receiving below \$2,999 was smallest for those in the upper third of their class. More of this group were receiving \$5,000-\$7,499 annually than in the other two groups. Class rank was a better indicator of women's salaries than of IQ.

As the IQ and class rank increased, the percentage of men who did not continue their education decreased. The percentage of those graduates who started, but did not finish college and who obtained one college degree or more increased as IQ and class rank increased. The highest percentage attending a technical, trade, and business school was in the middle group under either criterion.

The lowest percentage of women who did not continue their education was in the 101 and above IQ range and the upper third of their class. The highest percentage of graduates who started college, but did not finish, obtained one college degree or more, and who intended to continue their education was in the 101 and above IQ range and in the upper third of their class. Class rank and IQ predicted the education of men and women graduates equally well.

Participation in extra-curricular activities increased as IQ and class rank increased for both men and women. The only exception to this was that more of the women graduates in the middle third of their class were in 16 or more activities than in the other groups. Either criterion predicted participation in extra-curricular activities equally well.

Those men graduates with IQ's of 101 and above and in the upper third of their class were in 1-4 offices in high school in higher percentages than in the other groups.

As the IQ and class rank of women increased, the percentage of graduates in organizations increased. IQ and class rank predicted the number of students in offices equally well.

Under the criterion of IQ, a higher percentage of the men was in 1-4 offices since high school. Class rank indicated that the highest percentage in 1-4 offices since graduation was in the upper third group.

IQ and class rank increased as the percentage of women graduates increased in 1-4 activities since graduation. Class rank was a better indicator of the number of offices held since graduation than IQ.

The percentage of men graduates that were in organizations (civic, political, social and professional) 0-4 years since high school increased as their IQ and class rank increased. There were fewer men in the upper IQ and class rank category in organizations 5-9 years than in the other two groups. In the 10-15 year membership category the highest percentages were either in the middle or upper groups.

The women graduates indicated a similar pattern to the men, with the exception that more of them in the middle third of their class were in organizations 10-15 years than in the upper third group. Those

graduates with the higher IQ's and class rank tended to be in more organizations and remain there longer. Class rank and IQ predicted their membership equally well. In some cases the percentages on the chart totaled over 100. This indicated that the graduates in those groups belonged to more than four organizations.

The percentage of single men was lower than either the middle and lower IQ and class rank groups for those in the upper groups. The highest percentage of men married 10-15 years was in the 101 and above IQ range and the upper third group.

More women were married 5-9 years as their IQ and class rank increased. Those in the lower third of their class and in the 90 and below IQ range were married, in higher percentages, longer than the other two groups. Both criteria predicted the number of years the men graduates have been married equally well. No definite pattern was indicated by either criterion for the women.

The geographical location of men indicated a consistent pattern when they were compared by IQ and class rank. The percentage of men graduates living within 10 miles of Petersburg decreased as IQ and class rank increased. Similar results were found for those living within 50 miles, but over 10, of Petersburg, except for those in the middle third group. Under both criteria the highest percentage of graduates living between 50 and 125 miles of Petersburg was in the middle range. Either criterion predicted their location equally well.

The pattern of geographical location for the women was more inconsistent, when compared by IQ and class rank, than for the men. IQ's increased as the number of women living within 10 miles of Petersburg increased. The opposite relationship was true when they were compared

by class rank. Both criteria indicated a similar pattern for these graduates living between 10 and 50 miles from Petersburg. Their patterns were different for those living between 50 and 125 miles away. IQ's and class rank were better indicators of geographical location for the men than for the women graduates.

Men with higher IQ's and class rank tended to enter the Professional and Managerial, Semi-Professional, Managerial and Official, and Clerical and Sales occupations. There were fewer in jobs longer, but this could be due to their continued education after graduation. More of them liked their jobs well and fewer of them disliked their jobs than in the other groups. A greater percentage were promoted sooner than the two lower groups. More of these graduates in the \$10,000 and above annual salary range were from the two upper groups than in the lower. Fewer did not continue their education after high school and more of them started, but did not finish or obtain one or more college degree. They represented the highest percentage of students participating in the most extracurricular activities in high school. Their high participation in activities continued after high school for those in the upper third of their class. The two upper IQ and class rank groups held the most offices (percentage-wise) in high school. An exception to this was in the 90 and below IQ range. Those in the upper two-thirds of their class were in organizations the longest after graduation. A higher percentage of the two upper groups were married the greatest number of years. An overwhelming majority of all groups of men lived within 10 miles of Petersburg.

The two upper groups of women graduates tended to enter the Professional and Managerial, Managerial and Official, and Clerical and Sales

occupations. Most of them entered Clerical and Sales. More of them had been housewives in the lower and upper groups than in the middle groups. Women in the two upper groups held their jobs longer than in the lower groups. Different patterns of job satisfaction were indicated under IQ and class rank. Those women graduates in the upper two-thirds of their class were promoted in greater numbers than in the lower third. Both criteria indicated that most of those not promoted were in the lower IQ range and low third of their class. The highest percentages of women receiving the highest salaries were in the 90 and below IQ range and upper third of their class. This probably reflects the fact that women are not paid the same as men for doing the same job. More of the women in the two upper groups started to college or obtained one college degree or more. Participation in extracurricular activities increased as IQ and class rank increased. This trend continued after graduation. The number of offices held in high school and since graduation increased as IQ class rank increased. More of the women graduates were in organizations longer in the two upper groups than in the lower. Women with lower IQ's and class rank were married the longest. Most of the women lived within 10 miles of Petersburg.

The following questions are recommended as guides to further study in determining the relationships between IQ, class rank, and activities in adult life:

1. What is the relationship between sickness in childhood, IQ, class rank, and achievement in adult life?
2. What are the differences in achievements of students in small, medium, and large families in the three IQ and class rank ranges?

3. What is the influence of academic and social achievements of siblings in each range?
4. What is the difference in geographical location of the parents' birthplace in each category?
5. What is the influence of the social and marital adjustment of the parents of the groups?
6. What influence does the economic condition of the community have on the performance of the graduates in each group?
7. What were the differences in the types of school administration and leadership for each group?
8. What was the effect of parental attitude on the graduates in each category?
9. What was the difference in study habits in elementary school?
10. What were the differences in the study habits of siblings?

APPENDIX

Dear _____,

Would you please complete the enclosed questionnaire and return it to me in the addressed envelope as soon as possible? The purpose of this questionnaire is to collect and record information about the members of your graduating class. Since the members of your class are probably doing a variety of things today, we would like to learn the various activities they are engaged in.

The data that I need from you is to be used as part of a research project that I have undertaken in my graduate study at Eastern Illinois University. Since this data is essential to my study, all information provided by you will be greatly appreciated.

Very truly yours,

Duane C. Greenhalgh
Class of 1955

OCCUPATION

List the major jobs you have held since High School graduation.

Type of Employment	From	To	Well Satisfied	Mildly Satisfied	Dissatisfied
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Have you been promoted in your occupation: Sooner than you expected _____
About the time you expected _____, Later than you expected _____, Not been
promoted _____.

Indicate the range your present annual salary would be included in:

Your Salary: Below \$2999 _____, \$3000-\$4999 _____, \$5000-\$7499 _____,
\$7500-\$9999 _____, Above \$10,000 _____.

Your Spouse's Annual Salary: Below \$2999 _____, \$3000-\$4999 _____,
\$5000-\$7499 _____, \$7500-\$9999 _____, Above \$10,000 _____.

EDUCATION:

How much formal training (Trade School, Business School, College, University,
Etc.) have you received since High School graduation?

Type of Institution	Degree or Diploma	From	To
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

How many years of education beyond High School do you expect to complete?

_____.

CIVIC ACTIVITIES:

List any organizations that you have joined since graduation from High School.
(Social, Professional, Fraternal, Political, Civic, Lodges, Etc.)

Name of Organization	Offices Held	Length of Membership
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

MARITAL STATUS:

Male _____ Female _____ Married _____ Single _____ Divorced _____
Separated _____ Number of years Married _____.

GEOGRAPHICAL LOCATION:

Indicate the approximate Number of miles you live from Petersburg. 10 miles _____
50 miles _____ 200 miles _____ Over 200 miles _____.

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