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ABSTRACT

This study was to compare the Wechsler Adult Intelligence Scale (WAIS) and the General Aptitude Test Battery (GATB) and to examine the results of these tests in terms of usefulness to the vocational counselor. The population selected had a sixth grade modal reading level and a modal age between 22 and 29, and achieved the fifth grade level in arithmetic. It was 9/10th Negro and 6/7ths female. More than half the subjects failed to make more than two patterns, two or less patterns being the criteria of five experienced counselors for determining the usefulness of the GATB results. The range of scores on the WAIS demonstrated the enormous variance of abilities of the clients tested. On the other hand, because over half of the subjects failed to meet the criteria the GATB was found to lack variability. The primary weakness of the WAIS was that the subtests were not factored for vocational and occupational areas. In this respect, the GATB would be useful if the scores were more readily available. The shortcomings of the GATB seem to outweigh its usefulness for evaluation of a population such as the one used in this study. (Author/NL)

THE WAIS VS. THE GATB AS A VOCATIONAL COUNSELING TOOL WITH DISADVANTAGED ADULTS

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CHAPTER I

THE PROBLEM AND A DESCRIPTION OF THE POPULATION USED

With the nationwide commitment to an attack on poverty, many agencies have found themselves faced with the pressing need to engage in large scale evaluation of the vocational potential of heretofore culturally handicapped individuals. To their acute distress, many such agencies who would attempt to place the chronically unemployed into remunerative work situations, have found cultural bias in practically every standardized test currently marketed. On the other hand, responsible vocational counselors tend to hesitate before making vocational recommendations without some indication of areas of strength or weakness on the part of their client. Thus, an impasse is reached. Because of a myriad of educational and social problems, the client is unable to attain minimum cutting scores on many tests, without which the counselor is unwilling to act.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to compare two widely used standardized tests, and to examine the results of these tests in terms of usefulness to the vocational counselor.

Some problems with the tests. The tests selected for this study are the Wechsler Adult Intelligence Scale (WAIS), and the General Aptitude Test Battery (GATB), form B-1002. The WAIS is a highly sophisticated clinical intelligence test which is administered individually to the subject. The GATB is a multipurpose vocational aptitude test designed for use either with individuals or small groups. It was developed and normed by the United States Employment Service (USES). All users of the GATB are closely supervised by the USES, and subject to USES restrictions.

WAIS scores are usually reported as three separate deviation IQs: (1) Verbal, (2) Performance, and (3) Full Scale. If the counselor so desires, eleven subtest scores are also available.

GATB results are reported in a rather unique manner. The Guide to the Use of the General Aptitude Test Battery (Sec. II: Norms) lists nine general aptitudes which are measured by twelve subtests. Section III of the Guide (p. 191) describes the method of reporting GATB scores:

> General Aptitude Test Battery norms are established in terms of a structure composed of a series of Occupational Aptitude Patterns, or OAP's. Each Occupational Aptitude Pattern consists of the most significant aptitudes together with cutting scores on these aptitudes established as minimum scores for the occupation or groups of occupations having similar aptitude requirements.
>
> At the present time there are thirty-six OAP's. It

must be remembered that numerous, and not necessarily related occupations fall into each OAP. A detailed enumeration of some of these occupations may be found in Section II of the Guide to the Use of the General Aptitude Test Battery.

Our problem is this: The regulations of the USES make it virtually impossible for vocational counselors who are not directly affiliated with the USES to obtain any score other than OAP's. Thus, if a client makes no patterns, his counselor has no basis for justification of a referral into some specific area of vocational training or placement. Section III of the Guide is quick to point out that because "the counselee does not meet the qualifications for any of the Occupational Aptitude Patterns, the counselor cannot assume that the counselee's pattern of abilities is unsuitable for any kind of work." (p. 193). While such a qualification is obvious to the perceptive counselor, he is still unable to ascertain whether the subject has any meaningful vocational potential.

II. THE POPULATION TESTED

The population used for this study comes from the files of applicants to the St. Louis Evaluation and Training Center. This agency is sponsored by the Jewish Employment and Vocational Service of St. Louis, Missouri. Funding is provided by the Office of Economic Opportunity, and distributed locally by the Human Development Corporation, also of

St. Louis. The Center is set up to provide vocational testing, counseling, and training for clients referred by the Human Development Corporation's neighborhood offices. In order to be eligible for services, the applicant must meet certain criteria of poverty level income, be handicapped either mentally or physically, or have a history of chronic unemployment. A sociodemographic breakdown of slightly over two thousand applicants to the Center is given in Table I. The table shows that most of the subjects are female (85.1%), and fall into the age brackets generally considered to be the prime working age; that is, from eighteen to forty years old. Almost all (87.1%) of the subjects were Negro, with small percentages Caucasian, Oriental, or unknown. Approximately a tenth (11.0%) of the sample had police records. A similar percentage (12.3%) had some sort of physical handicap. The clients listed their spouse as a primary source of support most frequently (26.2%); however, it would seem significant that as many as 6.2% of them had no income at all. Cultural deprivation is graphically demonstrated by the large percentage of subjects who did not graduate from high school; indeed, many did not even reach high school at all.

The data in Table II gives a percentage breakdown of how the same two thousand clients scored on reading and arithmetic achievement tests. Some interesting comparisons

TABLE I

SOCIODEMOGRAPHIC CHARACTERISTICS OF 2222 CLIENTS SERVED BY THE ST. LOUIS EVALUATION AND TRAINING CENTER (BASED ON EVALUATION AND TRAINING CENTER STATISTICS, 1966-1967)

Age	Number	Per cent
16-17	117	5.3
18-21	639	28.7
22-29	662	29.9
30-39	421	18.8
40-49	202	9.1
50-59	93	4.2
60-69	6	.3
Unknown	82	3.7

Race	Number	Per cent
Negro	1935	87.1
Caucasian	181	8.2
Oriental	1	.0
Unknown	105	4.7

Police Record	Number	Percent
Record	245	11.0
No record	1839	82.8
Unknown	138	6.2

Education*	Number	Percent
0-3 grade	17	.8
4-6	87	3.9
7-8	399	18.0
9th	266	11.9
10th	459	20.7
11th	319	14.3
12th grade	566	25.5
Some college	11	.5
Unknown	98	4.4

*highest grade completed data taken from client statement; unverified.

Sex	Number	Per cent
Male	331	14.9
Female	1891	85.1

Marital Status	Number	Per cent
Single	808	36.4
Married	714	32.1
Separated	362	16.3
Divorced	145	6.5
Widowed	76	3.4
Unknown	117	5.3

Physical defect	Number	Per cent
None	1783	80.3
Handicap	274	12.3
Unknown	165	7.4

No. children	Number	Per cent
0	610	27.5
1	448	20.2
2	354	15.9
3	229	10.3
4	170	7.7
5	120	5.4
6	64	2.9
7	42	2.0
8	36	1.6
9	13	.5
10	7	.3
Over 10	8	.3
Unknown	121	5.4

TABLE I (continued)

Source of support	Number	Per cent
Full time job	137	6.2
Part time job	59	2.7
Savings	45	2.2
Spouse	583	26.2
Parents	389	17.4
Other relatives	191	8.5
Welfare	361	16.2
Pension	58	2.6
Other unclassified	48	2.2
None	138	6.2
Unknown	213	9.6

TABLE II

ACADEMIC ACHIEVEMENT LEVELS OF 2222 CLIENTS
SERVED BY THE ST. LOUIS EVALUATION AND TRAINING CENTER
(BASED ON EVALUATION AND TRAINING CENTER STATISTICS, 1966-1967)

Reading level	Number	Per cent	Arithmetic level	Number	Per cent
Illiterate*	150	6.8	Illiterate*	155	6.9
4th grade	234	10.5	4th grade	434	19.4
5th	359	16.2	5th	641	28.7
6th	511	23.0	6th	411	18.4
7th	403	18.1	7th	255	11.5
8th	221	9.9	8th	111	5.0
9th	145	6.5	9th	54	2.4
10th	82	3.7	10th	28	1.3
11th	17	.8	11th	10	.5
12th	8	.3	12th	5	.2
13th grade	10	.5	13th grade	5	.2
Above grade 13	3	.1	Above grade 13	22	1.0
Unknown	79	3.6	Unknown	91	4.5

NOTE: These data based on client scores on the California Surveys of Achievement, Form 1, Junior High Level. See Tables 10 and 12 in the Manual (pp. 16, 17).for scoreing method.

This table should be read as follows: Two hundred thirty-four, or 10.5%, of the clients scored between 4.0 and 4.9 on the Reading test.

*Clients were termed "Illiterate" if their scores were too low to be measured by these tests. This term is used interchangeably with "Functional illiteracy", implying inability to function adequately in a vocational setting requiring literacy or computational skills.

may be made between the claimed grade achieved, and the test results showing academic performance. While over a fourth (25.5%) of the clients claimed to have completed the twelfth grade, less than one per cent (0.9%) scored at this level on the literacy test. Close inspection of the reading and arithmetic test results will reveal that considerably more difficulty was encountered on the arithmetic test than the reading test.

CHAPTER II

REVIEW OF THE LITERATURE

While there is a considerable body of literature which makes direct comparisons between the General Aptitude Test Battery and various other psychometric instruments, this researcher was able to locate only one study which utilized one of the Wechsler tests.

Storrs (1952), at the University of Florida, administered the GATB, form B-1001, and the Wechsler-Bellevue Intelligence Scale (W-BI) to fifty freshmen students. Both these tests are earlier editions of the same ones used in this current study. Each of the three derived IQ's of the W-BI were correlated with each of the eight aptitude factors which compose the GATB, form B-1001. Significant correlations (at the .05 level of confidence) were found between each aptitude factor on the GATB and at least one of the three W-BI IQ's. The highest single correlation is .80, between the W-BI Verbal IQ and Aptitude G of the GATB. The poorest correlation is between the W-BI Verbal IQ and the GATB Aptitude P. This correlation is only .08. A median correlation of .38 was found for the study as a whole.

CHAPTER III

METHODOLOGY AND RATIONALE

The files of the St. Louis Evaluation and Training Center were examined, and our parameters were established as all those applicants to the Center who had received both the General Aptitude Test Battery, form B-1002, and the Wechsler Adult Intelligence Scale. A total of nine hundred and ninety eight (998) cases were found which met this criteria.

Five experienced vocational counselors at the Center were asked the question: "How many OAP's do you need in order to make meaningful use of the GATB?" All agreed that if one pattern was made that was exactly the same as the client's interest, then more would be unnecessary. They also felt; however, that three or more would give a better picture of the client's pattern of aptitudes. The study was then briefly explained, and the same counselors were then asked to how many patterns the tables should be carried. Again, all agreed that about ten patterns would be enough; more would be redundant. Thus, the quantitative breakdown of OAP's in the tables are: 0, 1, 2, 3, . . . 10, and 11 Plus.

The range of WAIS IQ's in our test population was found to be as follows: Verbal 47-124; Performance 43-130; and Full Scale 44-124.

The WAIS manual (p. 13) gives the standard error of measurement of the Full Scale IQ as 2.60. This makes a bracket of one standard error equal to approximately five IQ points. Five point intervals were thus selected to subdivide the WAIS scores. With an overall range of IQ's from 43 to 130, we found that we needed a total of nineteen cells for the WAIS scores.

Three expectancy tables were prepared, and are presented as Tables III, IV, and V. A direct comparison is made between each of the three WAIS IQ scores and the number of OAP's formed on the GATB, form B-1002.

CHAPTER IV

RESULTS OF THE STUDY

As the expectancy tables were being compiled, a phenomenon was noticed which affected the results of the survey at both ends of the IQ range on both the Verbal (Table III), and the Performance (Table IV) scales. An examination of these two tables will show that at the lower ends of the IQ scale, a few more OAP's were made than on the equivalent level of the Full Scale WAIS (Table V). We found that this was occuring because of occasional wide discrepancies between the Verbal and Performance scores made by certain individual subjects. For instance, a person may have had WAIS score of 90 Verbal, 68 Performance, for a Full Scale of 79, and make five OAP's. This sort of anomaly would then give the appearance that it is possible for an individual with an IQ of 68 to make some meaningful patterns. Further examination of the tables indicates that the converse is happening at the upper IQ ranges also. For this reason, the Full Scale WAIS IQ scores seem to be more stable as predictors than either the Verbal or Performance scores.

Significance of the data. At this point, it would seem appropriate to ask two rhetorical questions: (1) How may the counselor use the data? and (2) Of what use is the

GATB in determining the employment potential of 'poverty' level clients?

In considering the first of these questions, we must address ourselves to those WAIS scores, below which too few OAP's are formed to be of any real use to the counselor. An examination of Tables III, IV, and V indicates that on all three, the overriding majority of those persons whose IQ's fall below 80 would not reasonably be expected to make any patterns. In fact, if the Full Scale IQ is below 80, the odds against the client making two or more patterns is 8.2:1. If the Full Scale IQ is below 75, then the odds mount to 14.3:1 against him making two or more patterns. On the entire sample of approximately one thousand cases, over half (51.7%) made two or less OAP's.

The counselor should be aware that if the subject makes no OAP's, it does not necessarily follow that he has a low IQ. Of those who scored 90 or better on the Verbal scale of the WAIS, 19.4% made no OAP's. On the Performance scale, 15.2% of those scoring 90 or better made no patterns. Those making a score of 90 or better on the Full Scale WAIS had 14.7% of their number making no patterns on the GATB. Despite what should be obvious on this point, a Missouri State Employment Service counselor, with several years of experience with that agency, verbalized to this researcher in a staff meeting that a certain client was "a mental defective, because he made no

patterns".

Our second question, whether the GATB is of value in the determination of the employment potential of the poverty level client, requires us to look for that point above which a meaningful number of patterns may reasonably be expected to occur. Inspection of Tables III, IV, and V indicate that this occurs at approximately IQ 90 and up. Previous research at the Evaluation and Training Center found this population to have a mean Full Scale WAIS IQ of 87.26. This data was obtained by simple calculation of two thousand IQ scores. On the basis of this knowledge, we may therefore safely say that less than half of the clients would have a mathematical chance to make two or more patterns on the GATB. This conclusion is empirically demonstrated by our expectancy tables.

Despite extensive efforts to obtain some data from the Missouri State Employment Service on what percentage of the general population makes no OAP's, none was forthcoming. Sources at the Employment Service informed this researcher that no study had ever been done on this, and none was planned. Section III of the Guide to the Use of the General Aptitude Test Battery (p. 146) states that in a study made of USES local office applicants, the mean of each GATB aptitude factor ranged from 97.1 to 109.6, with standard

deviations of 17.4 up to 22.2. Since the design of the GATB is such that the mean of each aptitude factor is 100, with a standard deviation of 20, then on the basis of the classic normal curve, approximately 16% of the general population would be expected to score below 80 on each aptitude factor on the GATB. If we now go to Section II of the Guide, we find that the cutoff for practically every aptitude is clustered around a scaled score of 80. From this, it would seem reasonable to infer that roughly 16% of the general population would score no patterns at all. In the Evaluation and Training population, 37.7% made no patterns.

TABLE III

EXPECTANCY TABLE SHOWING THE RELATIONSHIP BETWEEN THE WAIS VERBAL IQ AND THE NUMBER OF OAP'S FORMED ON THE GATB BY CHRONICALLY UNEMPLOYED SUBJECTS

Verbal IQ	Number of OAP's												
	0	1	2	3	4	5	6	7	8	9	10	11+	TOTAL Y
130-134													
125-129													
120-124										1 100.0			1 0.10%
115-119	1 20.0							1 20.0				3 60.0	5 0.50
110-114	1 6.1	1 6.1		1 6.1		1 6.1	2 13.0	1 6.1	1 6.1	2 13.0	1 6.1	5 31.3	16 1.60
105-109	2 6.9	3 10.2	2 6.9	1 3.5	1 3.5	2 6.9	1 3.5	2 6.9	1 3.5		1 3.5	13 44.7	29 2.90
100-104	6 10.9	4 7.3	8 14.5	2 3.6	2 3.6	3 5.5	3 5.5	3 5.5	3 5.5	1 1.8	1 1.8	19 34.5	55 5.51
95-99	25 21.0	10 8.4	5 4.2	4 3.4	9 7.5	4 3.4	13 10.9	4 3.4	4 3.4	2 1.6	4 3.4	35 29.4	119 11.92
90-94	39 25.0	10 6.4	12 7.7	11 7.1	8 5.1	5 3.2	8 5.1	4 2.6	11 7.0	7 4.2	5 3.2	37 23.5	157 15.73
85-89	56 30.3	16 8.6	15 3.1	9 4.9	6 3.2	9 4.9	8 4.3	8 4.3	7 3.8	8 4.3	9 4.9	34 18.4	185 18.54
80-84	58 38.1	17 11.2	8 5.3	6 4.0	3 2.0	5 3.3	5 3.3	10 6.5	4 2.6	2 1.3	6 4.0	28 18.4	152 15.23
75-79	89 60.1	8 5.5	9 6.1	5 3.4	4 2.7	1 0.7	7 4.8	4 2.7	1 0.7	2 1.4	3 2.0	15 10.1	148 14.82
70-74	49 63.7	9 11.7	3 3.9	2 2.6	2 2.6	2 2.6	1 1.3	4 5.2	3 3.8			2 2.6	77 7.74
65-69	31 88.7		1 2.8	1 2.8								2 5.7	35 3.51
60-64	12 92.3	1 7.7											13 1.30
55-59	3 100.0												3 0.30
50-54	1 100.0												1 0.10
45-49	2 100.0												2 0.20
40-44													
TOTAL X	375 37.5	79 7.9	63 6.3	42 4.2	35 3.5	32 3.2	48 4.8	41 4.1	35 3.5	25 2.5	30 3.0	193 19.3	998 100.0%

NOTE: This table should be read as follows: The upper number in each cell is the tally for that cell; the lower number is the percent of the horizontal sum.

TABLE IV

EXPECTANCY TABLE SHOWING THE RELATIONSHIP BETWEEN THE WAIS PERFORMANCE IQ AND THE NUMBER OF OAP"S FORMED ON THE GATB BY CHRONICALLY UNEMPLOYED SUBJECTS

Performance IQ	Number of OAP's												
	0	1	2	3	4	5	6	7	8	9	10	11+	TOTAL Y
130-134												1 100.0	1 0.10
125-129											1 50.0	1 50.0	2 0.20
120-124						1 33.3						2 66.7	3 0.30
115-119					1 20.0							4 80.0	5 0.50
110-114	3 16.2			1 5.4	1 5.4		1 5.4	2 0.8		2 10.8	1 5.4	13 53.6	24 2.41
105-109	5 10.7	4 8.5	1 2.1	1 2.1	1 2.1	1 2.1		2 4.3	1 2.1	4 8.5	2 4.3	25 53.3	47 4.70
100-104	11 14.6	4 5.3	4 5.3	1 1.3	2 2.6	2 2.6	8 10.6	2 2.6	1 1.3	2 2.6	1 1.3	37 49.2	75 7.52
95-99	16 12.4	5 3.9	7 5.4	5 3.9	6 4.7	9 7.0	5 3.9	4 3.1	8 6.2	8 6.2	3 2.3	53 41.1	129 12.94
90-94	32 20.5	9 5.8	12 8.0	12 8.0	7 4.5	5 3.2	11 7.1	10 6.4	10 6.4	6 3.8	9 5.8	33 21.1	156 15.63
85-89	55 33.7	20 12.3	19 11.6	9 5.5	5 3.1	6 2.5	8 4.9	4 2.5	8 4.9	3 1.8	11 6.7	15 9.2	163 16.53
80-84	58 41.4	17 12.1	10 7.1	9 6.4	4 2.8	6 4.3	11 7.9	13 9.3	5 3.6		1 0.7	6 4.3	140 14.02
75-79	53 62.5	8 9.4	6 7.0	2 2.4	6 7.0	1 1.2	2 2.4	2 2.4	1 1.2		1 1.2	3 3.5	85 8.52
70-74	74 82.1	8 8.9	1 1.1	2 2.2	1 1.1		2 2.2	1 1.1	1 1.1				90 9.03
65-69	40 82.4	3 6.2	3 6.2		1 2.0	1 2.0		1 2.0					49 4.90
60-64	12 92.3	1 7.7											13 1.30
55-59	8 100.0												8 0.80
50-54	3 100.0												3 0.30
45-49	2 100.0												2 0.20
40-44	3 100.0												3 0.30
	375	79	63	42	35	32	48	41	35	25	30	193	998
TOTAL X	37.5	7.9	6.3	4.2	3.5	3.2	4.8	4.1	3.5	2.5	3.0	19.3	100.0%

NOTE: This table to be read the same as Table III.

TABLE V

EXPECTANCY TABLE SHOWING THE RELATIONSHIP BETWEEN THE WAIS FULL SCALE IQ AND THE NUMBER OF OAP'S FORMED ON THE GATB BY CHRONICALLY UNEMPLOYED SUBJECTS

Full Scale IQ	Number of OAP's												
	0	1	2	3	4	5	6	7	8	9	10	11+	TOTAL Y
130-134													
125-129												1 100.0	1 0.10
120-124												100.0	0.10
115-119						1 16.5				1 16.5		4 67.0	6 0.60
110-114	1 8.5									1 8.5	1 8.5	9 75.0	12 1.20
105-109	3 7.8	1 2.6	1 2.6	2 5.3	1 2.6	1 2.6	2 5.3	2 5.3		1 2.6	1 2.6	23 60.5	38 3.81
100-104	5 7.0	5 7.0	3 4.2	2 2.8		3 4.2	2 2.8	3 4.2	2 2.8	2 2.8	1 1.5	43 60.5	71 7.11
95-99	19 14.8	6 4.7	7 5.5	2 1.6	9 7.0	5 3.9	10 7.8	4 3.1	9 7.0	5 3.9	1 0.8	51 39.8	128 12.83
90-94	27 19.6	13 9.4	17 12.3	11 8.0	2 1.5	3 2.1	10 7.2	8 5.8	8 5.8	7 5.1	3 2.1	29 21.0	138 13.82
85-89	50 28.3	14 7.9	10 5.7	11 6.2	12 6.8	12 6.8	10 5.7	10 5.7	7 4.0	5 2.8	16 9.0	20 11.3	177 17.74
80-84	54 36.7	22 15.0	13 8.8	8 5.4	7 4.8	5 3.4	6 4.1	8 4.1	5 3.4	3 2.0	6 4.1	10 6.8	147 14.73
75-79	93 69.8	9 6.7	8 6.0	4 3.0	1 0.8	1 0.8	7 5.3	3 5.3	4 3.0		1 0.8	2 1.5	133 13.33
70-74	68 80.9	5 6.0	4 4.8	1 1.2	3 3.6		1 1.2	2 1.4					84 8.42
65-69	31 83.7	3 8.1		1 2.7		1 2.7		1 2.7					37 3.71
60-64	12 92.4	1 7.7											13 1.30
55-59	5 100.0												5 0.50
50-54	5 100.0												5 0.50
45-49	1 100.0												1 0.10
40-44	1 100.0												1 0.10
	375	79	63	42	35	32	48	41	35	25	30	193	998
TOTAL X	37.5	7.9	6.3	4.2	3.5	3.2	4.8	4.1	3.5	2.5	3.0	19.3	100.0%

NOTE: This table to be read the same as Tables III and IV.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. Vocational counselors who work with chronically unemployed persons have felt for some time that many standardized tests are culturally loaded against their clients. A direct comparison was made between two of the most widely used tests: the General Aptitude Test Battery, form B-1002, and the Wechsler Adult Intelligence Scale.

The population selected had a modal reading level at the sixth grade, and achieved at the fifth grade in arithmetic. This population was nine-tenths Negro, and six-sevenths female. Their modal age was between twenty-two and twenty-nine.

Expectancy tables showing a comparison between the WAIS Verbal IQ; Performance IQ; and Full Scale IQ, and the number of Occupational Aptitude Patterns on the GATB as formed by the subjects in the sample population were prepared.

More than half the subjects failed to make more than two patterns; two or less patterns being the criteria of five experienced counselors for determining the usefulness of the GATB results. United States Employment Service Regulations prevent most counselors from obtaining individual subtest results. In this respect, the WAIS subtest scores are made available so that the counselor may easily see the subject's specific strengths and weaknesses.

Conclusions. The great range of scores on the WAIS demonstrates the enormous variance of abilities of the clients tested. On the other hand, because over half of the subjects failed to meet the criteria set up by five experienced vocational counselors, the GATB was found to be lacking in variability.

The primary weakness of the WAIS is that the subtests are not factored for vocational or occupational areas. In this respect, the GATB would be useful if the scores were more readily available.

Taking all the aforementioned factors into consideration, the conclusion must be reached that while there are limitations to both tests, the shortcomings of the GATB would seem to outweigh it's usefulness for evaluation of a population such as the one used in this study. The WAIS yields a smoother distribution of scores, and if the user so desires, norms could be developed for specific occupations.

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